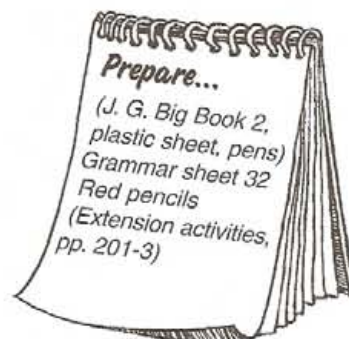


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Grammar 32 – Suffix: <-ing>



Aim: Develop the children's understanding of suffixes. A suffix is one or more syllables added at the end of a word to change its meaning.

Introduction: Revise prefixes. A prefix is one or more syllables added at the beginning of a word to change its meaning. Revise the four prefixes covered so far: <un->, <dis->, <mis-> and <im->. With the children, think of examples of base words that can be changed with these prefixes. Think of some more prefixes and examples of base words that use them.

Examples:	Prefix:	Meaning:	Examples of use with base word:
	<centi->	hundred/hundredth	centipede, centimetre, centigrade
	<pre->	before/earlier	prefix, preposition, prehistoric

Main point: Explain that a **suffix** is similar to a prefix. A suffix is one or more syllables added at the end of a word to change its meaning, such as <-less> in 'hopeless', 'fearless' and 'harmless'. Ask if the children can think of any other suffixes. They already know the plural suffixes <-s>, <-es> and <-ies>, and they have learnt that the simple past tense of a regular verb is made by adding the suffix <-ed> to its root. Another suffix commonly used with verbs is <-ing>. Like <-ed>, the <-ing> suffix may be added in one of three different ways, depending on how the verb root is spelt:

- If the verb root ends with a consonant which is not immediately after a short, stressed vowel sound, simply add <-ing>, e.g. 'jump' becomes 'jumping'.
- If the verb root ends with the letter <e>, remove it before adding <-ing>, e.g. 'smile' becomes 'smiling'.
- If the verb root ends with a consonant immediately after a short, stressed vowel sound, double the final consonant before adding <-ing>, e.g. 'pat' becomes 'patting'. Remind the children that the two consonants are needed to make a wall, to prevent 'magic' from the <w> jumping over to change the short vowel sound. (See page 23.)

Write some verb roots on the board. As a class, decide how to add <-ing> in each case.

Examples:	a) knock	wish	try	look	boil	fight
	b) save	complete	hide	joke	amuse	tease
	c) wag	get	spin	drop	hug	plan

Grammar sheet 32: The children write inside the outlined word, *Verbs*, using a red pencil. Then they read the verb root in each fish body. They decide which way to add the <-ing> suffix in the fish tail, and write the new form of the verb on the line below.

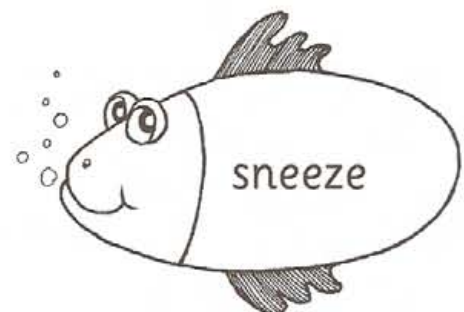
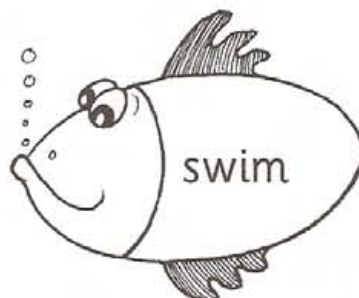
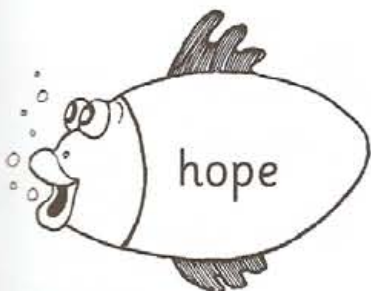
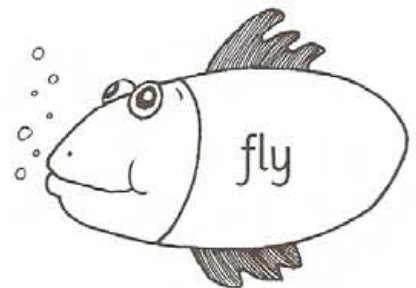
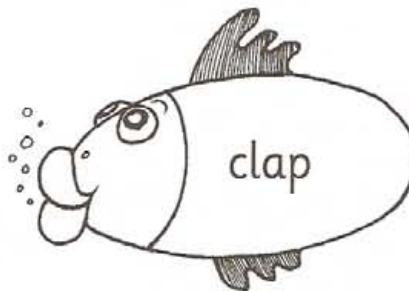
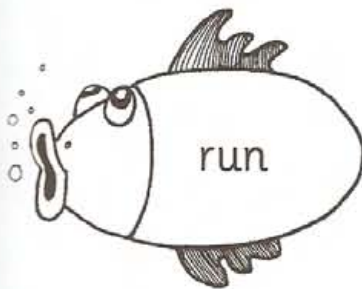
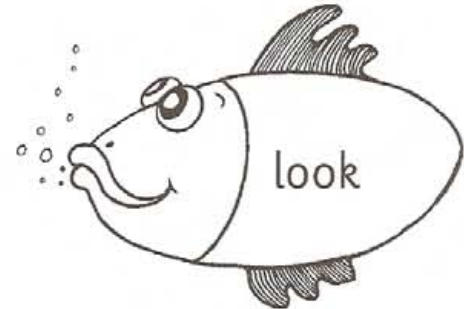
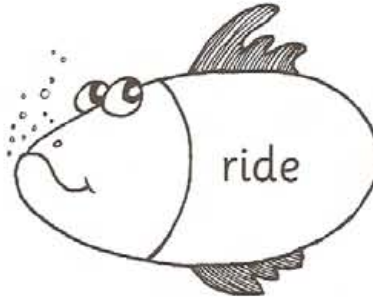
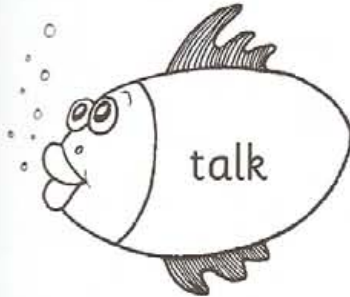
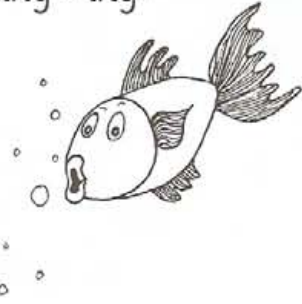
Extension activity: The children add three more suffixes to base words, using the extension activities on page 201-3. The suffixes are <-ness>, <-ful> and <-er>.

Rounding off: Go over the sheet, with the children checking that they added each <-ing> suffix correctly. Then go over the extension activities.

Suffix – <ing>

Verbs  Red

One of the most useful suffixes is <ing>. Make new words by adding <ing> to the verb roots, and write them on the lines below.



Spelling 33 – <ture>



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Introduce the <ture> spelling. At the end of a multi-syllabic word, this sounds something like /cher/. The /er/ is a swallowed sound known as a 'schwa', as is also found in words with the <tion> and <sion> spellings. Although this sounds complicated, the children should have no problem with the <ture> spelling in context. They should listen to the sounds at the end of a word like 'mixture', and use analogy to spell these sounds in other words. With the children, make a list of words which use the <ture> spelling. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'My future picture will show the creature's nature adventure.'

Spelling sheet 33: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to add the <ing> suffix. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Explain that the /ue/ sound in 'future' is spelt <u>, the /ai/ sound in 'nature' is spelt <a> and the /ee/ sound in 'creature' is spelt <ea>. Go over 'mouse' and its tricky plural, 'mice'. Point out that the /s/ sound in 'mice' is spelt with a 'soft <c>'.

Dictation

- | | |
|------------|--------------|
| 1. texture | 4. vulture |
| 2. capture | 5. structure |
| 3. fixture | 6. furniture |

1. Your spare wheel has a puncture.
2. Come and photograph this creature.
3. Is the mixture ready to go in the oven?

Spelling List 33

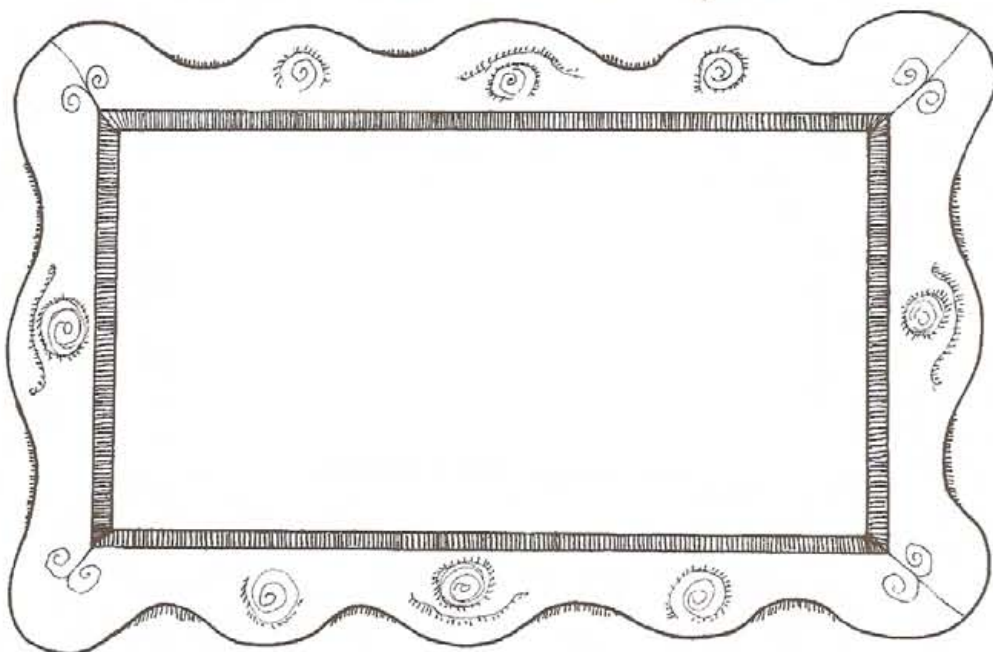
1. shook
2. often
3. picture
4. future
5. nature
6. creature
7. fracture
8. adventure
9. mouse
10. mice

Spelling List

1. shook
2. often
3. pic _____
4. fu _____
5. na _____
6. crea _____
7. frac _____
8. adven _____
9. mouse
10. mice

〈ture〉

Write some 〈ture〉 words in the picture.



Choose a word from the list to fit each sentence.

1. She painted a beautiful _____.
2. A dragon is a fantastic _____.
3. They had an exciting _____.
4. Tomorrow is in the _____.

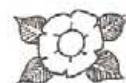


mouse

m _ u _ e

_ o _ s _

m o _ _ _



mice

m _ c _

_ i _ e

m _ _ _



Add the suffix <ing> to each verb root, and write the new word on the line.

make _____

cook _____

stop _____

raise _____

jump _____

try _____

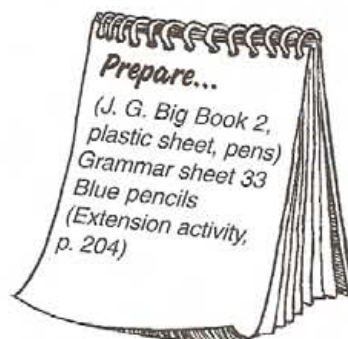
swing _____

whine _____



Grammar 33 – Suffixes: <er> and <est> Comparatives and Superlatives

Aim: Develop the children's understanding of suffixes, and their ability to use suffixes to make comparative and superlative adjectives.



Introduction: Revise suffixes. A suffix is one or more syllables added at the end of a word to change its meaning, such as <ness> in 'goodness', 'lateness' and 'kindness'. Revise the rules for adding a suffix which starts with a vowel. The children have already learnt that a suffix which starts with a vowel may be added in one of three different ways (see Grammar 32). Now tell them to be careful when adding a suffix to a base word which ends with the letter <y>. If the letter before the <y> is a vowel, they simply add the suffix, e.g. 'grey' becomes 'greyness'. However, if the letter before the <y> is a consonant, they replace the <y> with <i> before adding the suffix, e.g. 'happy' becomes 'happiness'. As with <ies> plurals, because the 'shy <i>' is not at the very end of the new word, it no longer needs to be replaced by 'toughy <y>'.

Main point: Introduce two new suffixes, <er> and <est>. The suffix <er> is added to an adjective to make its **comparative**, and means 'more', e.g. 'small' becomes 'smaller'. The suffix <est> is added to an adjective to make its **superlative**, and means 'most', e.g. 'small' becomes 'smallest'. Explain that short adjectives usually form their comparatives and superlatives with these suffixes, whereas longer ones often use the words 'more' and 'most', so we say 'prettier' and 'prettiest', but 'more beautiful' and 'most beautiful'. Comparatives and superlatives are special sorts of adjectives. They describe a noun by comparing it with one or more other items. A comparative is used for comparing a noun with one other item, and a superlative for comparing it with two items or more. Ask for examples of adjectives. With the children, practise saying each adjective followed by its comparative and superlative, e.g. 'high, higher, highest'. Ask the children which spelling they would use in each case.

Examples:	a) short	tall	high	sweet	dark	soft
	b) safe	blue	nice	close	rude	large
	c) sad	red	big	hot	flat	thin
	d) happy	heavy	silly	floppy	dusty	lazy

Grammar sheet 33: The children write inside the outlined words, using a blue pencil. Then they read the adjectives in 'Est-er' elephant and her friends. The children decide which way to spell the comparative and superlative for each adjective, and write them into the appropriate elephants.

Extension activity: The children add the <er> and <est> suffixes to make more comparative and superlative adjectives, using the extension activity on page 204.

Rounding off: Go over the sheet, with the class checking their answers. Then go over the extension activities.

Suffixes – <-er> and <-est>

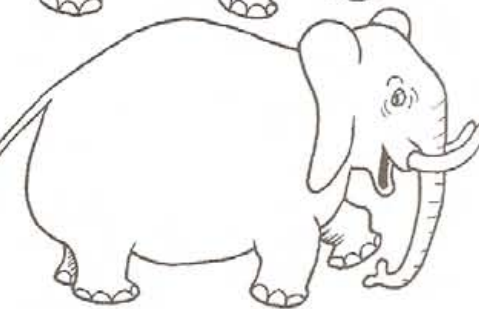
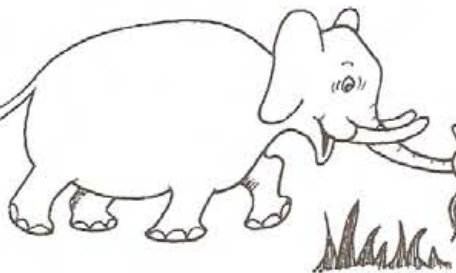
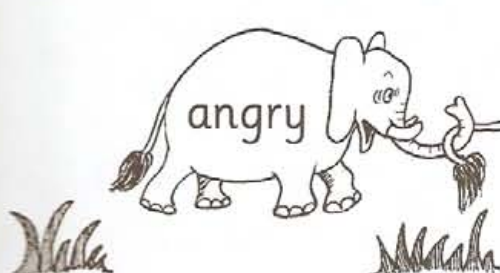
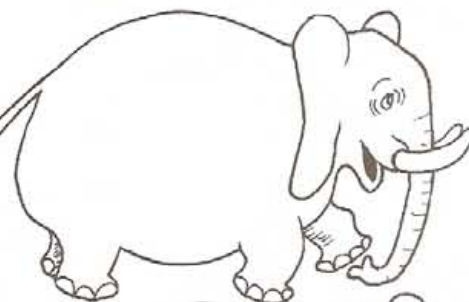
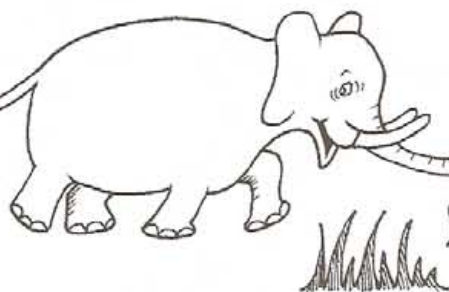
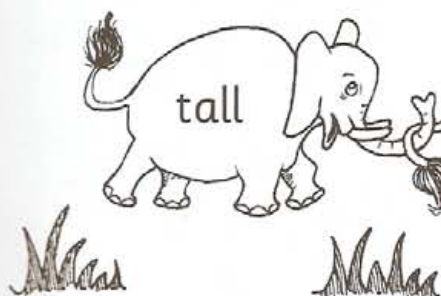
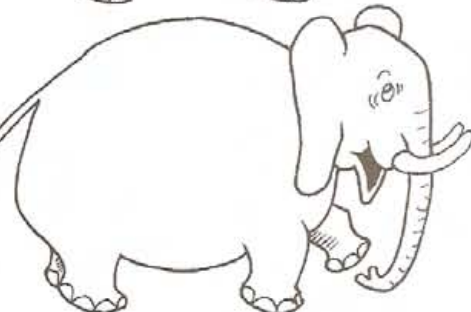
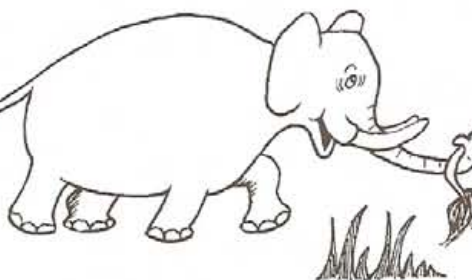
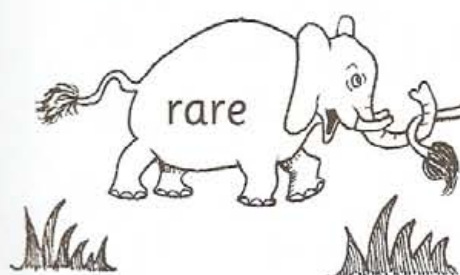
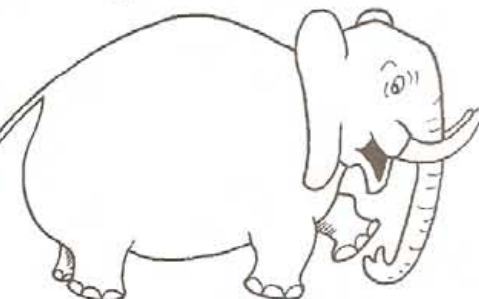
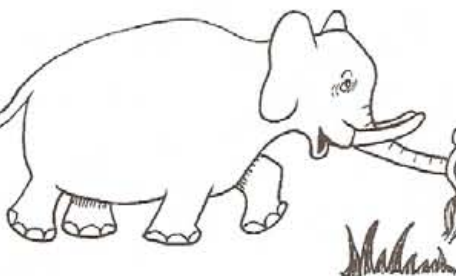
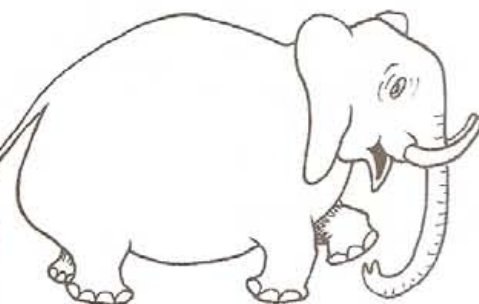
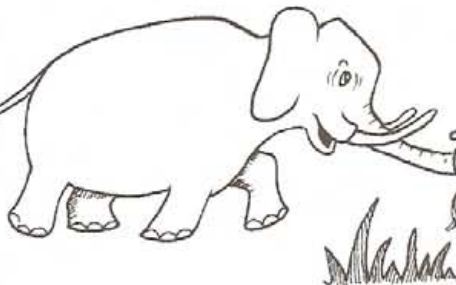
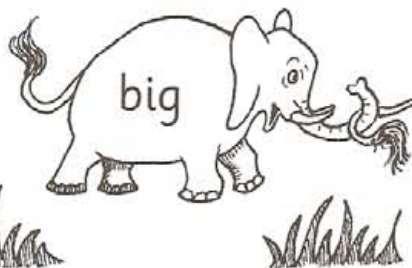
Comparative and Superlative Adjectives Blue

Two of the most useful suffixes are <-er> and <-est>.

Make comparatives and superlatives by adding <-er> and <-est> to the adjectives in Est-er Elephant and her friends.

+er

+est



Spelling 34 – <ie> for the /ee/ sound

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Although <ie> normally makes an /ie/ sound, as in 'pie', in some words it makes an /ee/ sound instead. Most words with an /ee/ sound take the <ee>, <ea>, <ey> or <y> spellings, but there are a number of exceptions which take <ie>. These need to be learnt. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'It's my belief that the chief thief hid a piece of the shield in a field.'

Spelling sheet 34: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to add the <-er> and <-est> suffixes to adjectives, to make comparatives and superlatives. Remind the children that a comparative describes a noun by comparing it with one other item, and a superlative describes a noun by comparing it with two items or more. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /s/ sound in 'piece' is spelt with a 'soft <c>', followed by a 'silent <e>'. Go over the useful words 'library' and 'computer'. The children could use the 'Say it as it sounds' method for both words, pronouncing each syllable carefully to help them remember the spelling, i.e. 'lib-ra-ry' and 'com-put-er'.

Dictation

- | | |
|-----------|-----------------|
| 1. yield | 4. fiend |
| 2. wield | 5. series |
| 3. relief | 6. handkerchief |

1. A thief stole the royal crown.
2. "May I have a piece of pie?" I asked.
3. John took a picture of the cows and ewes in the field.

Spelling List 34

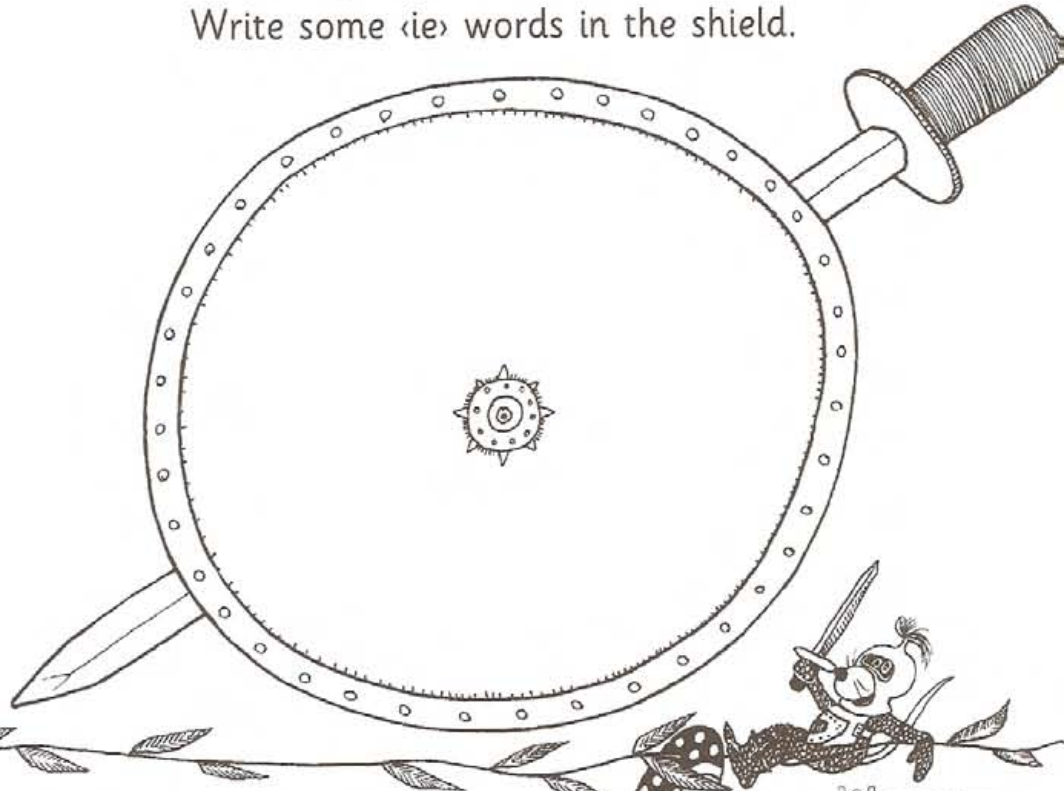
1. quit
2. sweet
3. field
4. piece
5. chief
6. thief
7. shield
8. belief
9. library
10. computer

Spelling List

1. quit
2. sweet
3. f _ _ ld
4. p _ _ ce
5. ch _ _ f
6. th _ _ f
7. sh _ _ ld
8. bel _ _ f
9. library
10. computer

<ie> for the /ee/ sound

Write some <ie> words in the shield.



Choose a word from the list to fit each sentence.

1. I ate a _____ of pie.
2. The sheep grazed in the _____.
3. The _____ stole the jewels.
4. The knight had a big _____.

library

l _ b _ a _ y
_ i _ r _ r _
l _ _ _ _ y



computer

c _ m _ u _ e _
_ o _ p _ t _ r _
c _ _ p _ _ _



Use a comparative or a superlative to complete each sentence below.
Underline the comparative and superlative adjectives in blue.

1. This drink is sweet but that drink is _____.
2. I am slim, he is slimmer and you are the _____.
3. All four dogs are wet but our dog is the _____.
4. Kelly was friendly and Ann was even _____.



Grammar 34 – Interesting Words

Aim: Develop the children's ability to choose interesting words in their writing.

Introduction: Write two sentences on the board which feature commonly-overused words.

Examples: I went home.
Their house has a big garden.

With the children, read each sentence in turn. Ask which words could be replaced to make the sentences more interesting, while leaving the basic meaning unchanged.

Word:	<i>Some possible alternatives:</i>
went	walked, ran, strolled, hurried, cycled, drove
big	large, huge, vast, enormous, long, wide

Remind the children that a thesaurus lists words with similar meanings. Explain that to find a verb they should look up its root, so for 'went', which is a tricky past, they would look up 'go'.

Main point: Explain that writing becomes more vivid to the reader if the words are interesting and not overused. However, the children need to think carefully about which word to use in place of an overused one. It effects the meaning of a sentence when an overused word is replaced with a more interesting one. The new word should express what the children want to say as accurately as possible. Ask the children what effect each of their new words had, on the meanings of the example sentences.

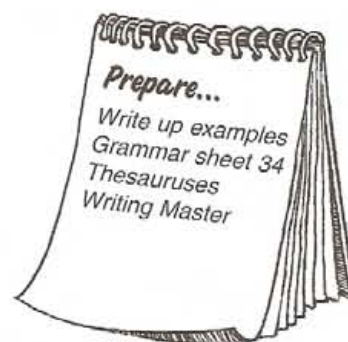
Grammar sheet 34: As a class, read the sentences on the sheet. For each underlined word, the children think of an alternative to make the sentence more interesting, and write it on the line. They can use thesauruses to help them. Remind them that to find 'ran' and 'said', which are tricky pasts, the children should look up the verb roots 'run' and 'say'.

Word:	<i>Some possible alternatives:</i>		
ran	a) scuttled, scurried	b) rushed, hurried	c) chased, raced
nice	a) hot, sunny	b) delicious, tasty	c) kind, sweet
good	a) brilliant, fantastic	b) exciting, fun	c) wonderful, great
said	a) whispered, warned	b) ordered, insisted	c) called, invited
get	a) buy, choose	b) bring, fetch	c) grow, become

The children's answers are right as long as the words they choose make their sentences more interesting, while leaving the basic meaning unchanged.

Extension activity: The children expand sentences from the sheet by adding adjectives and adverbs. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the class. Ask some of the children to read out one of their sentences.





Interesting Words



We use some words too often. Think of a more interesting word to replace each of the underlined ones, and write it on the line provided. Use a different word in each sentence.

The spider ran across the floor.

Tracy ran all the way home.

Their dog ran after our cat.

It was a nice day.

We had a nice lunch.

Everyone was very nice to me.

The adventure park was good.

The rides were good.

I had a good time.

“Sh! The baby is asleep,” said Dad.

“Stop!” said the policewoman.

“Come over here,” said the boys.

I want to get new shoes.

Please get me a glass of water.

They will get angry.



Spelling 35 – <ore>



Revision: Revise some of the spelling patterns and tricky words covered so far this year.

Main point: Most words with an /or/ sound take the <or>, <al>, <au> or <aw> spellings, but there are a number of exceptions which take <ore>. These need to be learnt. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The store man swore more as he snored on the seashore.'

Spelling sheet 35: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to replace overused words with more interesting ones. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /ee/ sound in 'seashore' is spelt <ea>. Go over the useful words 'English' and 'language'. It helps the children remember the spelling of 'English' if they emphasise the short /e/ sound in the first syllable, pronouncing it like the <eng> in 'length'. They should practise saying the letter names for 'language'.

Dictation

- | | |
|---------|-----------|
| 1. core | 4. sore |
| 2. tore | 5. score |
| 3. bore | 6. ashore |

1. I wore gloves for the nature trail.
2. He washed his hands before supper.
3. Our neighbours used to live by the seashore.

Spelling List 35

1. swung
2. spring
3. more
4. wore
5. store
6. snore
7. before
8. seashore
9. English
10. language

Spelling List

<ore>

Write some <ore> words on the seashore.

1. swung
2. spring
3. m _ _ _
4. w _ _ _
5. st _ _ _
6. sn _ _ _
7. bef _ _ _
8. seash _ _ _
9. English
10. language



Choose a word from the list to fit each sentence.

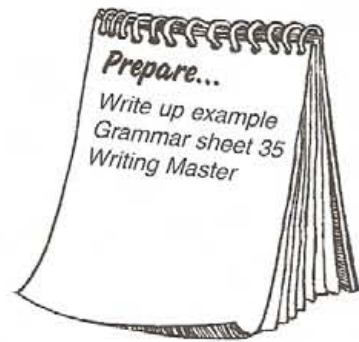
1. She _____ a blue coat yesterday.
2. Please may we have some _____?
3. I found a jellyfish on the _____.
4. Did he arrive _____ or after you?

English
E _ g _ i _ h
_ n _ l _ s _
_ _ _ l _ s h
language
l _ n _ u _ g _
_ a _ g _ a _ e
l _ n _ _ _

Think of a more interesting word to replace each of the underlined ones, and write it on the line.

1. She wore a red dress. _____
2. The dinosaur gave a loud roar. _____
3. It was a cold morning. _____
4. He caught a small fish. _____





Grammar 35 – Commas in Speech

Aim: Develop the children's understanding of commas, and of how to use commas in speech.

Introduction: Revise commas. Sometimes in the middle of a sentence, where it would be wrong to use a full stop, it is necessary to indicate a short pause. This helps the reader separate one idea from another. For this sort of pause we use a comma. Revise how to use commas to separate items in a list. On the board, write some sentences without any punctuation. With the children, read the text as it stands, and then punctuate it. There should be two capital letters, a pair of speech marks, two commas, a question mark and a full stop.

Example: when shall we bring the sandwiches cakes milk and lemonade
 for the party asked jenny

Main point: Explain that commas are not only used in lists. They are also used in sentences which include direct speech, to indicate a pause between the words spoken and the rest of the sentence. If the speech comes before the rest of the sentence, the comma belongs after the last word spoken but inside the speech marks. Point out that this is the same position that the question mark occupies in the corrected sentence on the board. A comma is not needed if there is already a question or exclamation mark in this position.

Example: "We would love to go on holiday," replied Mr Green.

If the speech comes after the rest of the sentence, the comma belongs after the last word that is not spoken but before the speech marks.

Example: Mr Green replied, "We would love to go on holiday."

Tell the children to start a new line for each new speaker. This makes it clear to the reader that someone else has started to speak.

Grammar sheet 35: As a class, read the first sentence. Ask the children to identify the speaker and which words are actually spoken. Help them decide where the missing punctuation should go. Then read the story, as a class. Help the children decide where the missing punctuation should go, and where to start each new line. The children punctuate the sentences. Next they copy out the story, adding punctuation and remembering to start a new line each time someone new starts to speak. The Writing Master on page 176 may be photocopied onto the back of the grammar sheets for the children to write on.

Extension activity: The children continue the story.

Rounding off: Go over the sentences with the class, checking where the commas and speech marks belong. Ask some children who continued the story to share their work with the class.

Commas in Speech

A comma is needed between the words actually spoken and the rest of the words in the sentence.

Add the missing commas and speech marks to these sentences.

1. My favourite colour is blue said the little girl .
2. The policewoman put her hand up and said Stop !
3. Hello said Uncle John How are you today ?
4. I know the names of all the dinosaurs said Toby and I've got a book about them at home .

A new line is needed each time someone different starts to speak.

Rewrite this conversation correctly.

Hello Bee called Inky. Hello Inky replied Bee, waving her antenna and flying over to her friend. Did you have a good time at the adventure park yesterday? asked Inky. Oh yes sighed Bee it was brilliant. I went on all the rides and we stayed all day. Did everyone from the hive go? wondered Inky. Yes said Bee and then she paused. Everyone who wanted to she corrected herself. Which rides did you think were the best? enquired Inky.



Spelling 36 – <le>

Revision: Revise some of the spelling patterns and tricky words covered so far this year.



Main point: Introduce the <le> spelling. At the end of a multi-syllabic word, this sounds something like /ool/. The little /oo/ sound in the middle is a swallowed sound, known as a 'schwa', as is also found in words with the <tion>, <sion> and <ture> spellings. The 'schwa' is a vowel sound, so the consonant doubling rule applies before it in words like 'paddle', 'kettle', 'nibble', 'topple' and 'snuggle'. No doubling is necessary in words like 'handle', 'twinkle' and 'jungle' because they already have two consonants between the short vowel and the <le>. (See the explanation and pictures on page 24.) With the children, make a list of words which use the <le> spelling. To help them remember the words, the children could try making up silly sentences using as many of the words as possible, e.g. 'The handle tumbled off the little bottle in the middle of the table.'

Spelling sheet 36: As a class, read the spelling list and the sentences, without filling in the gaps. Revise how to use commas in speech, and the other punctuation covered so far: full stops, question marks, exclamation marks, speech marks, commas in lists and apostrophes. The children complete the words in the spelling list by writing in the missing letter pattern. Then they work through the exercises on the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 175 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Point out that the /i/ sound in 'syllable' is spelt with a <y>, although it is not at the end of the word. Go over the useful words 'continent' and 'world'. Tell the children to pronounce each syllable in 'continent' carefully to help them remember the spelling, i.e. 'con-ti-nent'. Point out that the /er/ sound in 'world' is spelt <or>.

Dictation

- | | |
|-----------|-----------|
| 1. able | 4. uncle |
| 2. ankle | 5. tickle |
| 3. simple | 6. bubble |
-
1. The stable is in front of the field.
 2. Somebody made the furniture wobble.
 3. I put candles in the middle of the table.

Spelling List 36

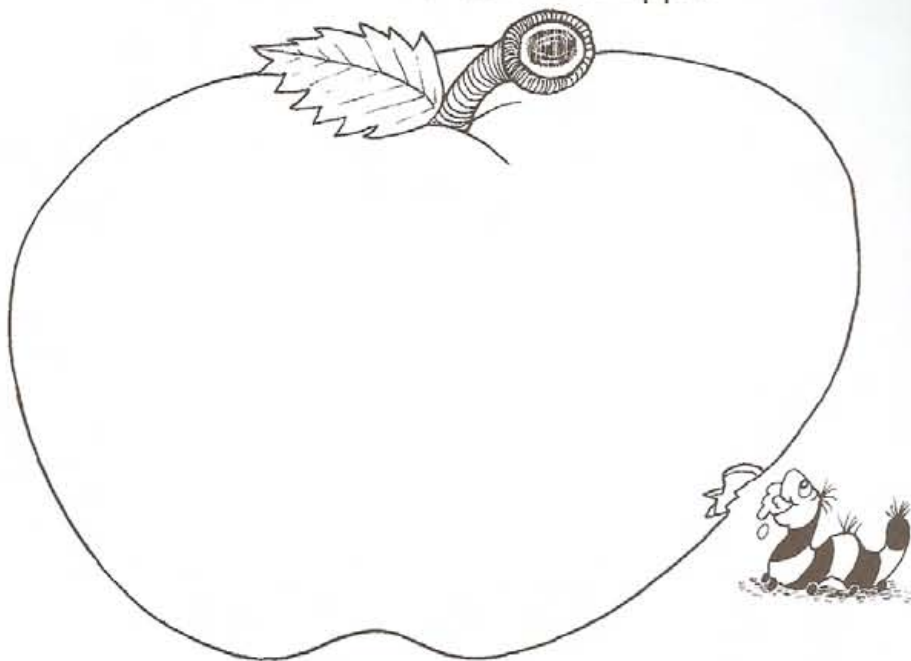
1. damp
2. stand
3. apple
4. table
5. little
6. middle
7. bottle
8. syllable
9. **continent**
10. **world**

Spelling List

1. damp
2. stand
3. app _ _
4. tab _ _
5. litt _ _
6. midd _ _
7. bott _ _
8. syllab _ _
9. continent
10. world

<le>

Write some <le> words in the apple.



Choose a word from the list to fit each sentence.

1. He asked for a _____ of lemonade.
2. My _____ sister is only two.
3. She laid the _____ for dinner.
4. I baked an _____ pie.

continent

c _ n _ i _ e _ t

_ o _ t _ n _ n _

c _ _ t _ _ _ _



world

w _ _ r _ _ d

_ o _ _ l _

w _ _ _ _ d

., ' ! ? " » Fill in the missing punctuation marks. « ” ? ! ’ , .

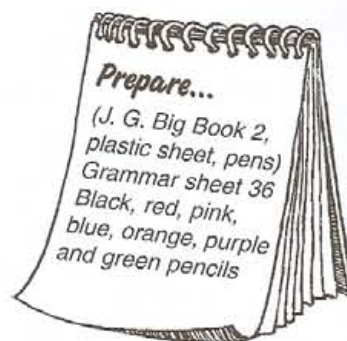
☐ Do you want to come and play at my house ☐ ☐ asked Josh ☐
 Tammy replied ☐ ☐ I ☐ ll have to ask my dad first ☐ ☐
☐ Look ☐ ☐ exclaimed Josh ☐ ☐ There is your dad now ☐ Why
 don ☐ t you ask him ☐ ☐
☐ I will ☐ ☐ Tammy agreed ☐



Grammar 36 – Parsing

Aim: Revise the parts of speech learnt so far.

Introduction: Revise the parts of speech covered so far: proper and common nouns, pronouns, adjectives, possessive adjectives, verbs, adverbs, conjunctions and prepositions. Call out a noun and ask the children to think of adjectives to describe it, e.g. 'green' or 'long' for 'grass'. Call out a verb and ask the children to think of adverbs to describe it, e.g. 'angrily' or 'happily' for 'to shout'. Call out a personal pronoun and ask the children for its possessive adjective, e.g. 'their' for 'they'. Call out two sentences and ask the children for a conjunction to join them, e.g. 'but' for 'We looked for her,' and 'We did not find her.' Ask the children to describe a journey, using prepositions, e.g. 'I walked across the bridge, down the hill, past the station and into the park.'



Main Point: This is a revision session, allowing the children to apply some of what they have learnt to a piece of writing. Choose a page from a big book, or the passage on Grammar sheet 36. Read it, with the children identifying the parts of speech they have learnt. A plastic sheet could be placed over the page, for the words to be underlined in the appropriate colours.

Grammar sheet 36: Read the story with the children. First the children write inside the outlined word, *Nouns*, in black, and underline all the proper and common nouns they can find. Then they repeat for the verbs, using red, and so on, using the appropriate colour for each part of speech. It is easier if the children concentrate on one part of speech at a time, rather than attempting to parse each word in order. It does not matter if they do not find all the parts of speech, as long as they can identify some of them. They may need more than one lesson to complete the sheet.

Extension activity: The children note and highlight each punctuation mark used in the passage.

Rounding off: Go over the sheet with the children. (See answers below.)

Key: Noun^N Verb^V Pronoun^P Adjective^{Adj} Adverb^{Adv} Conjunction^C Preposition^{Pre}
(The asterisks indicate words that the children have not yet learnt to parse.)

'It' is^V a sunny^{Adj} morning^N. Inky^N and^C Bee^N are^V in^{Pre} the garden^N. Inky^N proudly^{Adv} shows^V Bee^N her^{Adj} birthday^{Adj} present^N, a silver^{Adj} chain^N. It^P glitters^V in^{Pre} the sunlight^N. Suddenly^{Adv}, a magpie^N swoops^V to^{Pre} the ground^N and grabs^V the chain^N.

"Stop^V!" shout^V Inky^N and^C Bee^N, but^C the naughty^{Adj} magpie^N escapes^V with^{Pre} it^P. Bee^N flies^V after^{Pre} the magpie^N. Inky^N runs^V quickly^{Adv} along^{Pre} the road^N below^{Pre} her^{Adj} friend^N. She^P follows^V the magpie^N and^C Bee^N into^{Pre} the forest^N. She^P sees^V Bee^N at^{Pre} the bottom^N of^{Pre} a tall^{Adj} tree^N.

"The nest^N is^V at^{Pre} the top^N of^{Pre} the tree^N," pants^V Bee^N. "I^P can't^V get^V the chain^N because^C the magpies^N are^V bigger^{Adj} than^C me^P." At^{Pre} this^{Adj} moment^N an empty^{Adj} nutshell^N lands^V beside^{Pre} Inky^N.

"I^P am^V sorry^{Adj}!" calls^V a squirrel^N from^{Pre} the tree^N.

"It^P doesn't^V matter^V," Inky^N replies^V. "Could^V you^P help^V us^P please^V?" She^P explains^V that^C the magpie^N took^V her^{Adj} chain^N. The squirrel^N scampers^V nimbly^{Adv} up^{Pre} the tree^N and^C fetches^V it^P from^{Pre} the magpie's^N nest^N.



Nouns



Verbs



Pronouns



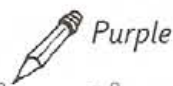
Adjectives



Adverbs



Conjunctions



Prepositions



Underline as many of the different parts of speech as you can.

It is a sunny morning. Inky and Bee are in the garden. Inky proudly shows Bee her birthday present, a silver chain. It glitters in the sunlight. Suddenly, a magpie swoops to the ground and grabs the chain.

"Stop!" shout Inky and Bee, but the naughty magpie escapes with it. Bee flies after the magpie. Inky runs quickly along the road below her friend. She follows the magpie and Bee into the forest. She sees Bee at the bottom of a tall tree.

"The nest is at the top of the tree," pants Bee. "I can't get the chain because the magpies are bigger than me." At this moment an empty nutshell lands beside Inky.

"I am sorry!" calls a squirrel from the tree.



"It doesn't matter," Inky replies. "Could you help us please?" She explains that the magpie took her chain. The squirrel scampers nimbly up the tree and fetches it from the magpie's nest.

Photocopy Section 2

Master and Flash Card Sheets

Master Sheets (pages 175-76)

The Dictation Master on page 175 may be photocopied onto the back of the Spelling Sheets. It provides lines for the children to write the dictation words and sentences. The Writing Master on page 176 may be photocopied onto the back of the Grammar Sheets, when required. It provides extra lines which the children may need for their writing.

Flash Card Sheets (pages 177-83)

The seven Flash Card Sheets may be photocopied, cut up, and stuck onto card to make flash cards. Pages 177-80 feature digraphs (two letters which make a single sound) and the alternative ways of spelling vowel sounds. The children should already be familiar with both of these, but will benefit from regular practice.

In addition, pages 181-83 feature the new spelling patterns introduced in *The Grammar Handbook 2*. Many of these, such as <ph>, can only be pronounced one way, which makes flash card practice straightforward. Those which have more than one pronunciation, such as <c>, are marked with a plus sign (+) as a reminder to the children. Although some of these spellings, such as <ch>, are listed for their usual pronunciation among the earlier flash cards, they are still marked with the plus sign.

For practising the 'silent' letters, flash cards are provided with some common spelling patterns in which they occur, such as <rh> for 'silent <h>'. For those such as <sc> which can also be pronounced as a consonant blend, a plus sign is used as a reminder to the children.

Go through the flash cards as often as possible. A short burst of revision at the start of each spelling lesson is ideal.

Name: _____

Dictation

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Sentences

1. _____

2. _____

3. _____

Name: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

sh

ch⁺

th

ng

qu

ar

ff

ll

ss

zz

ck

ay

a_e

ea⁺

igh

y⁺

i_e

ow +

o_e

ew

u_e

oi

oy

or

al

au

aw

er

ir

ur

nk

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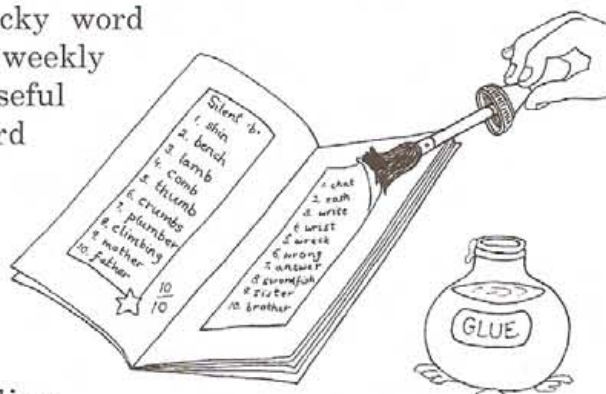
Photocopy Section 3

Spelling and Tricky Word Sheets

Spelling List Sheets (pages 185-91)

Each week the children have a list of ten spelling words to take home and learn. The six sheets on pages 186-91 provide all the spelling lists ready to be photocopied, cut up, and stuck into the children's spelling homework books. To encourage parents to help their child, a parents' advice sheet has been provided. This can be copied, cut and stuck at the front of the spelling homework books. When the spelling tests have been marked, the results can be written into each book, to indicate to the parents how well their child has done.

Two words from the tricky word families are included in the weekly spelling list. However, it is useful to go over the tricky word families separately as well. Two types of sheet are provided for extra practice.



Tricky Word Family Spelling List Sheet (page 192)

The Tricky Word Family Spelling Lists group together the twelve tricky words from each six weeks. They may be photocopied, cut up, and given out as an extra spelling homework, either in the holidays, or if there are any weeks to spare.

'Look, Copy, Cover, Write, Check' (page 193)

The 'Look, Copy, Cover, Write, Check' method is an effective way for the children to learn to spell the tricky word families. Write the words in the left-hand column of the template for the children to practise one word family at a time, either at school or at home.

Parents' Advice Sheet

Dear Parent,

Each week your child will be given ten spellings. Please help him/her to learn them.

The first two spelling words are regular. These can be spelt by listening for the sounds and writing the letter(s) for them. The next six words use the spelling pattern of the week.

The last two words are usually irregular or tricky, and have to be learnt by heart. Your child can learn these harder words by saying the names of the letters as he/she writes them, e.g. for the word 'half', your child should say, 'aitch ai ell eff,' several times each day, until the word is known.

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Spelling Lists 1-6

1.

Silent b

1. shin
2. bench
3. lamb
4. comb
5. thumb
6. crumbs
7. plumber
8. climbing
9. mother
10. father

2.

Silent w

1. chat
2. cash
3. write
4. wrist
5. wreck
6. wrong
7. answer
8. swordfish
9. sister
10. brother

3.

Silent k

1. song
2. trunk
3. knee
4. knit
5. know
6. knock
7. knight
8. penknife
9. grandma
10. grandpa

4.

wh

1. this
2. that
3. while
4. wheat
5. whip
6. whistle
7. whiskers
8. whatever
9. aunt
10. uncle

5.

ph

1. club
2. flag
3. phone
4. photo
5. dolphin
6. elephant
7. sphere
8. alphabet
9. nephew
10. niece

6.

ea

1. glad
2. plum
3. read
4. head
5. bread
6. weather
7. treasure
8. breakfast
9. cousin
10. friend

Spelling Lists 7-12

7.

Soft c

1. mill
2. tell
3. ice
4. dance
5. city
6. circle
7. police
8. cylinder
9. January
10. February

8.

Soft g

1. miss
2. cross
3. giant
4. magic
5. large
6. danger
7. orange
8. vegetable
9. March
10. April

9.

wa

1. luck
2. click
3. was
4. wash
5. wasp
6. swan
7. watch
8. swallow
9. May
10. June

10.

ou

1. thin
2. thick
3. touch
4. young
5. double
6. trouble
7. country
8. nourish
9. July
10. August

11.

air

1. cliff
2. off
3. air
4. hair
5. pair
6. stair
7. chair
8. hairbrush
9. September
10. October

12.

ch

1. buzz
2. fizz
3. echo
4. choir
5. chemist
6. stomach
7. Christmas
8. character
9. November
10. December

Spelling Lists 13-18

13.

/ai/

1. next
2. quit
3. make
4. pay
5. main
6. clay
7. waist
8. rainstorm
9. half
10. quarter

14.

/ee/

1. arm
2. shark
3. seen
4. three
5. seat
6. cream
7. please
8. teenager
9. eleven
10. twelve

15.

/ie/

1. club
2. flex
3. flying
4. sight
5. side
6. die
7. bright
8. sunshine
9. thirteen
10. fourteen

16.

/oa/

1. such
2. luck
3. home
4. froze
5. foal
6. stone
7. toast
8. snowball
9. fifteen
10. sixteen

17.

/ue/

1. sunk
2. book
3. huge
4. fuse
5. rescue
6. queue
7. ewe
8. useful
9. seventeen
10. eighteen

18.

/k/

1. hook
2. fork
3. back
4. brick
5. deck
6. flock
7. struck
8. rucksack
9. nineteen
10. twenty

Spelling Lists 19-24

19.

/er/

1. drip
2. plug
3. third
4. winter
5. bird
6. over
7. hurt
8. butterfly
9. thirty
10. forty

20.

/oi/

1. drag
2. trip
3. join
4. spoil
5. point
6. joy
7. royal
8. ointment
9. fifty
10. sixty

21.

/ou/

1. snap
2. swam
3. loud
4. cloud
5. found
6. now
7. crowd
8. sunflower
9. seventy
10. eighty

22.

or

1. twig
2. from
3. pork
4. walk
5. jaw
6. north
7. straw
8. saucepan
9. ninety
10. hundred

23.

ey

1. film
2. kept
3. key
4. honey
5. money
6. donkey
7. chimney
8. journey
9. thousand
10. million

24.

y

1. grip
2. milk
3. baby
4. lady
5. holly
6. fairy
7. happy
8. family
9. zero
10. equals

Spelling Lists 25-30

25.

Silent h

1. belt
2. farm
3. hour
4. ghost
5. rhyme
6. rhythm
7. honest
8. rhinoceros
9. centimetre
10. metre

26.

Silent c

1. land
2. quiz
3. scene
4. scent
5. muscle
6. science
7. scissors
8. crescent
9. gram
10. kilogram

27.

are

1. film
2. kept
3. hare
4. care
5. share
6. scare
7. square
8. nightmare
9. millilitre
10. litre

28.

ear

1. grip
2. milk
3. bear
4. tear
5. pear
6. wear
7. swear
8. underwear
9. weight
10. volume

29.

tion

1. must
2. stuck
3. nation
4. station
5. relation
6. action
7. fiction
8. dictionary
9. minute
10. second

30.

sion

1. fist
2. best
3. occasion
4. division
5. revision
6. invasion
7. explosion
8. television
9. fraction
10. estimate

Spelling Lists 31-36

31.

ei

1. grub
2. slug
3. eight
4. eighteen
5. eighty
6. weigh
7. reindeer
8. neighbour
9. child
10. children

32.

o

1. ark
2. clever
3. gloves
4. son
5. front
6. dozen
7. monkey
8. somebody
9. woman
10. women

33.

ture

1. shook
2. often
3. picture
4. future
5. nature
6. creature
7. fracture
8. adventure
9. mouse
10. mice

34.

ie

1. quit
2. sweet
3. field
4. piece
5. chief
6. thief
7. shield
8. belief
9. library
10. computer

35.

ore

1. swung
2. spring
3. more
4. wore
5. store
6. snore
7. before
8. seashore
9. English
10. language

36.

le

1. damp
2. stand
3. apple
4. table
5. little
6. middle
7. bottle
8. syllable
9. continent
10. world

Tricky Word Family Spelling Lists

1. mother
2. father
3. sister
4. brother
5. grandma
6. grandpa
7. aunt
8. uncle
9. nephew
10. niece
11. cousin
12. friend

13. January
14. February
15. March
16. April
17. May
18. June
19. July
20. August
21. September
22. October
23. November
24. December

25. half
26. quarter
27. eleven
28. twelve
29. thirteen
30. fourteen
31. fifteen
32. sixteen
33. seventeen
34. eighteen
35. nineteen
36. twenty

37. thirty
38. forty
39. fifty
40. sixty
41. seventy
42. eighty
43. ninety
44. hundred
45. thousand
46. million
47. zero
48. equals

49. centimetre
50. metre
51. gram
52. kilogram
53. millilitre
54. litre
55. weight
56. volume
57. minute
58. second
59. fraction
60. estimate

61. child
62. children
63. woman
64. women
65. mouse
66. mice
67. library
68. computer
69. English
70. language
71. continent
72. world

Say the letter names.

Try writing the word.

Is it right?

Have another go!

Photocopy Section 4

Extension Activity and Poem Sheets

Extension Activity Sheets (pages 195-214)

A number of Extension Activity Sheets are provided for further practice. To save on preparation time, most of these are ready for photocopying. However, in some cases a blank template is provided as well, so words can be chosen to suit. The templates can be used again and again, with a different set of words each time. The extension activities are intended to supplement the following lessons:

Grammar work

Grammar 17 (p.96)	Regular Past Tense	195
Grammar 18 (p.100)	Irregular Past Tense ("Tricky Past")	197
Grammar 23 (p.120)	Conjunctions	199
Grammar 27 (p.136)	Prefixes	200
Grammar 32 (p.156)	Suffixes	201
Grammar 33 (p.160)	Comparatives and Superlatives	204

Alphabetical order, dictionary and thesaurus work

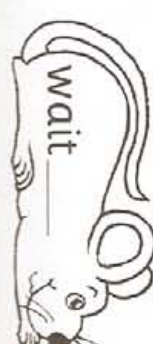
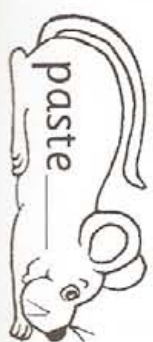
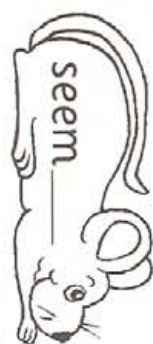
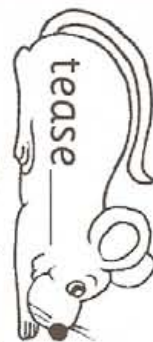
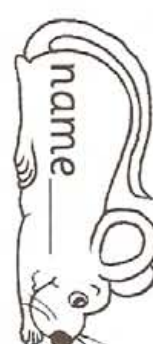
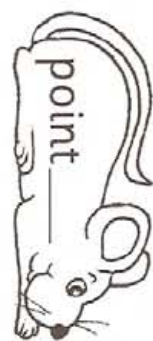
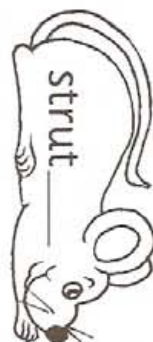
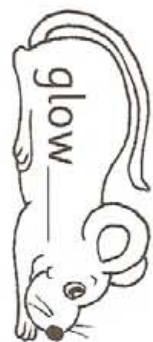
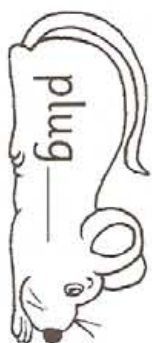
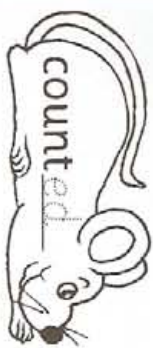
Grammar 7 (p.56)	Alphabetical Order (2)	206
Grammar 13 (p.80)	Alphabetical Order (3)	208
Grammar 19 (p.104)	Using a Dictionary	210
Grammar 25 (p.128)	Word Webs	212
Grammar 31 (p.152)	Finding the Meaning	214

Poem Sheets (pages 215-18)

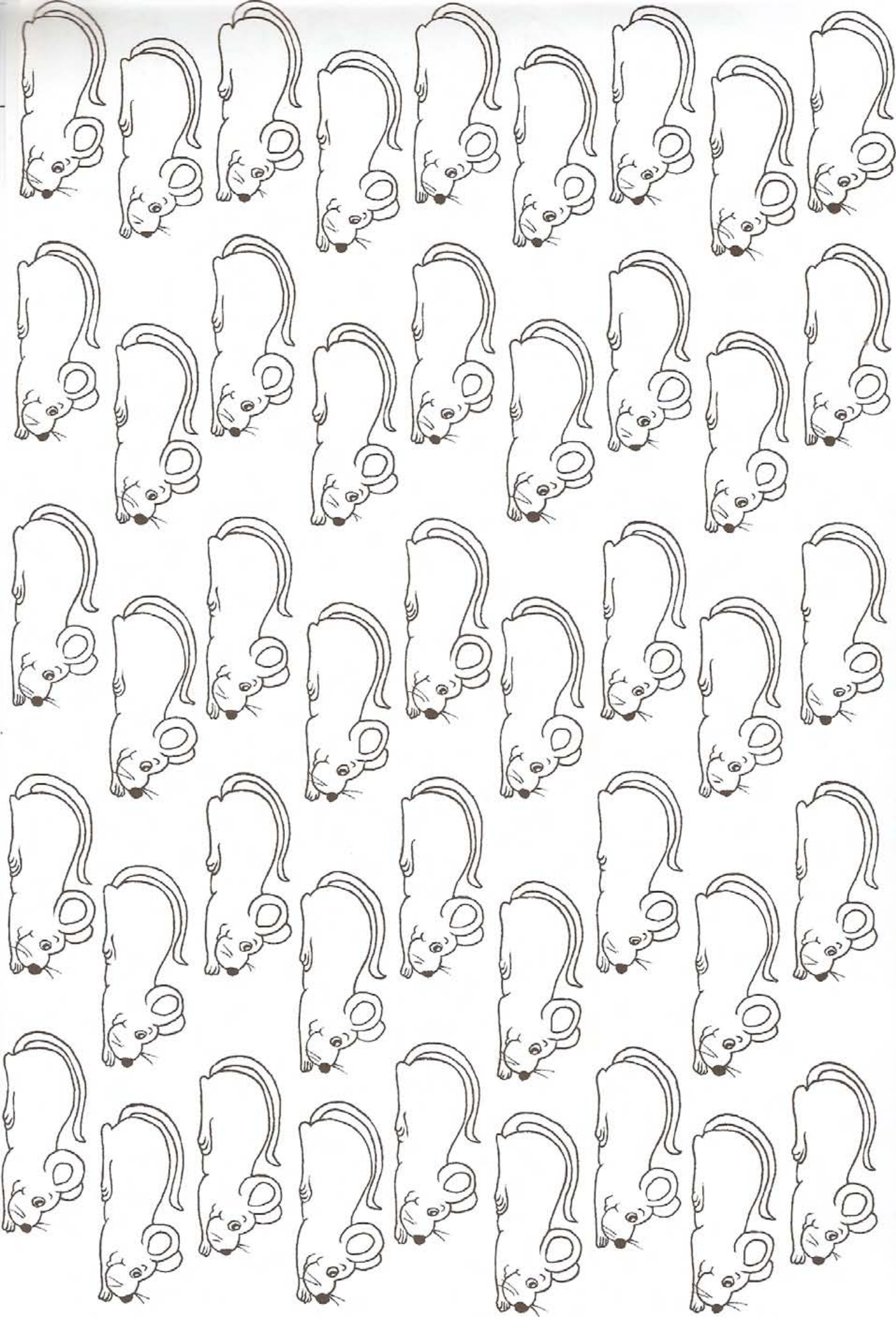
The Poem Sheets may be enlarged, using a photocopier, for whole-class teaching. The poems are intended to supplement the following lessons:

Grammar 11 (p.72)	Possessive Adjectives	215
Grammar 15 (p.88)	Adverbs	216
Grammar 28 (p.140)	Apostrophe 's	217
Grammar 30 (p.148)	Prepositions	218

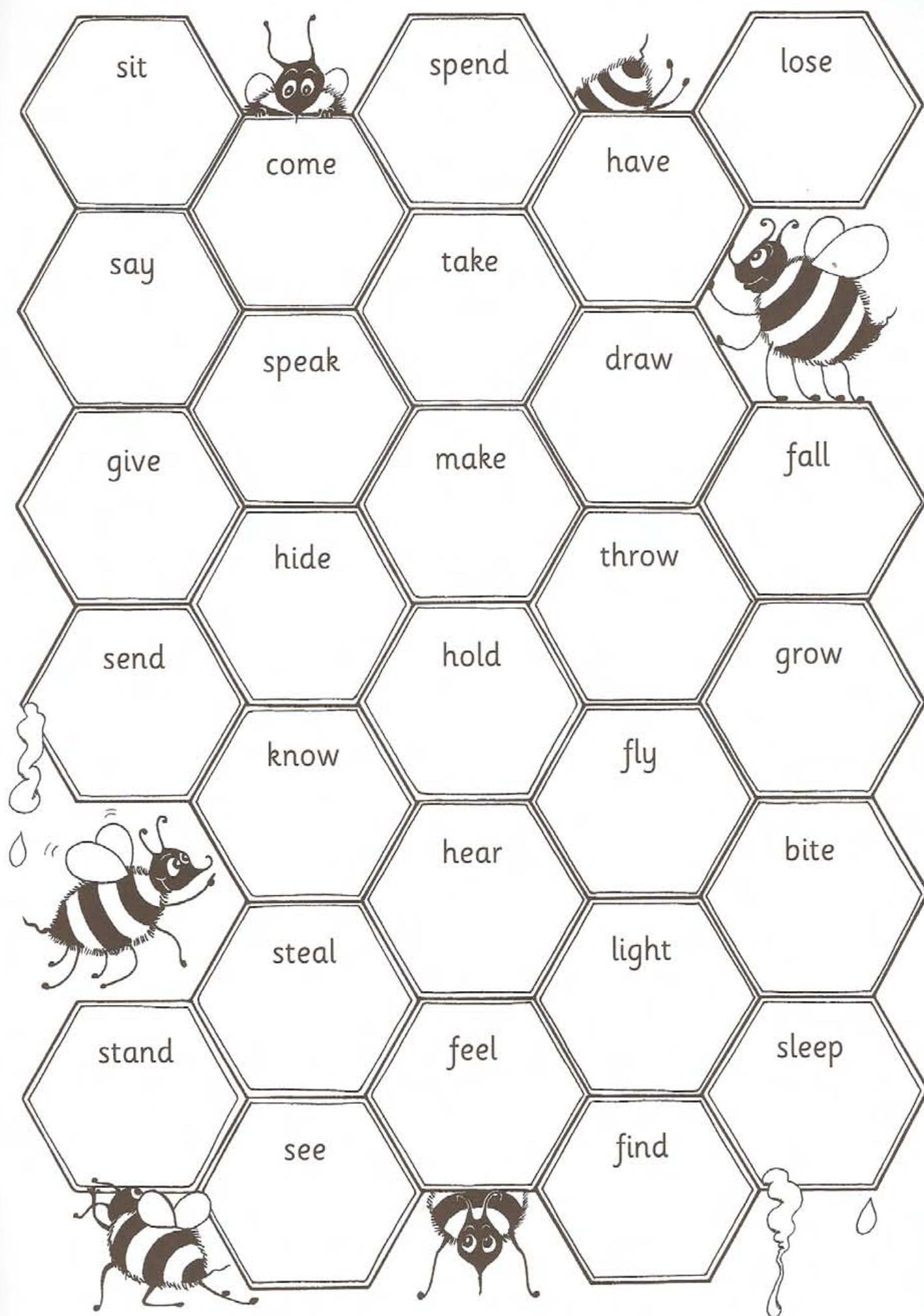
Add the past tense ending to each verb root.



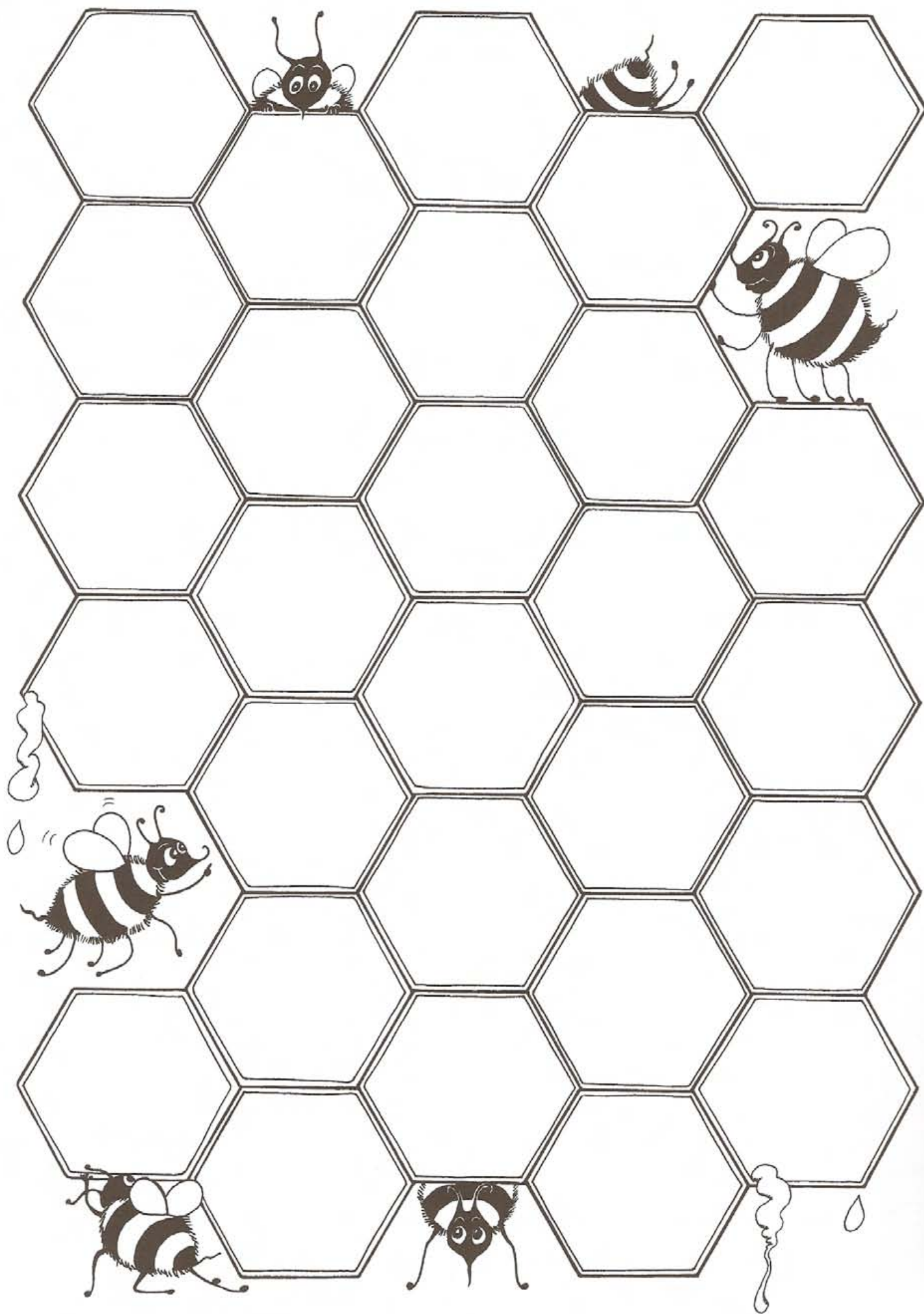
Add the past tense ending to each verb root.



Each of these verb roots has a tricky past. Write each past tense in the honeycomb.



Each of these verb roots has a tricky past. Write each past tense in the honeycomb.



Complete each sentence with a conjunction.  Purple

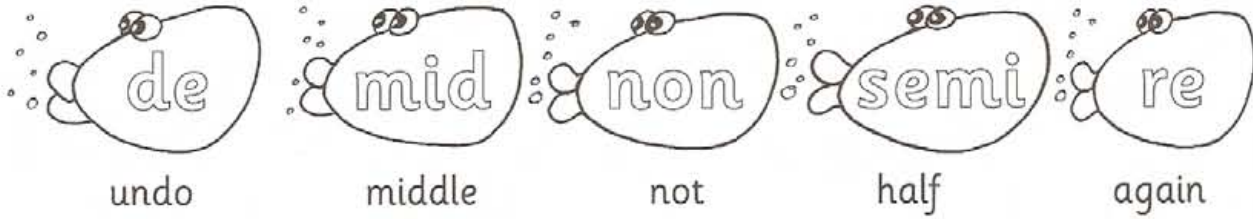
and but because or so while

1. Grandpa was angry _____ I was rude.
2. Nina likes peanuts, _____ she hates almonds.
3. Can you swim, _____ do you need help?
4. We baked a cake _____ it was his birthday.
5. The children hid _____ Dad counted to fifty.
6. I brushed my teeth _____ went to bed.
7. Judy loves drawing, _____ we gave her some coloured pencils.
8. I lost my ring, _____ my mother found it.
9. Please wait _____ I get my coat.
10. Have you forgiven me, _____ are you still angry?
11. My feet were cold, _____ I put on my socks.
12. Ted wrote this story himself, _____ he drew all the pictures too.

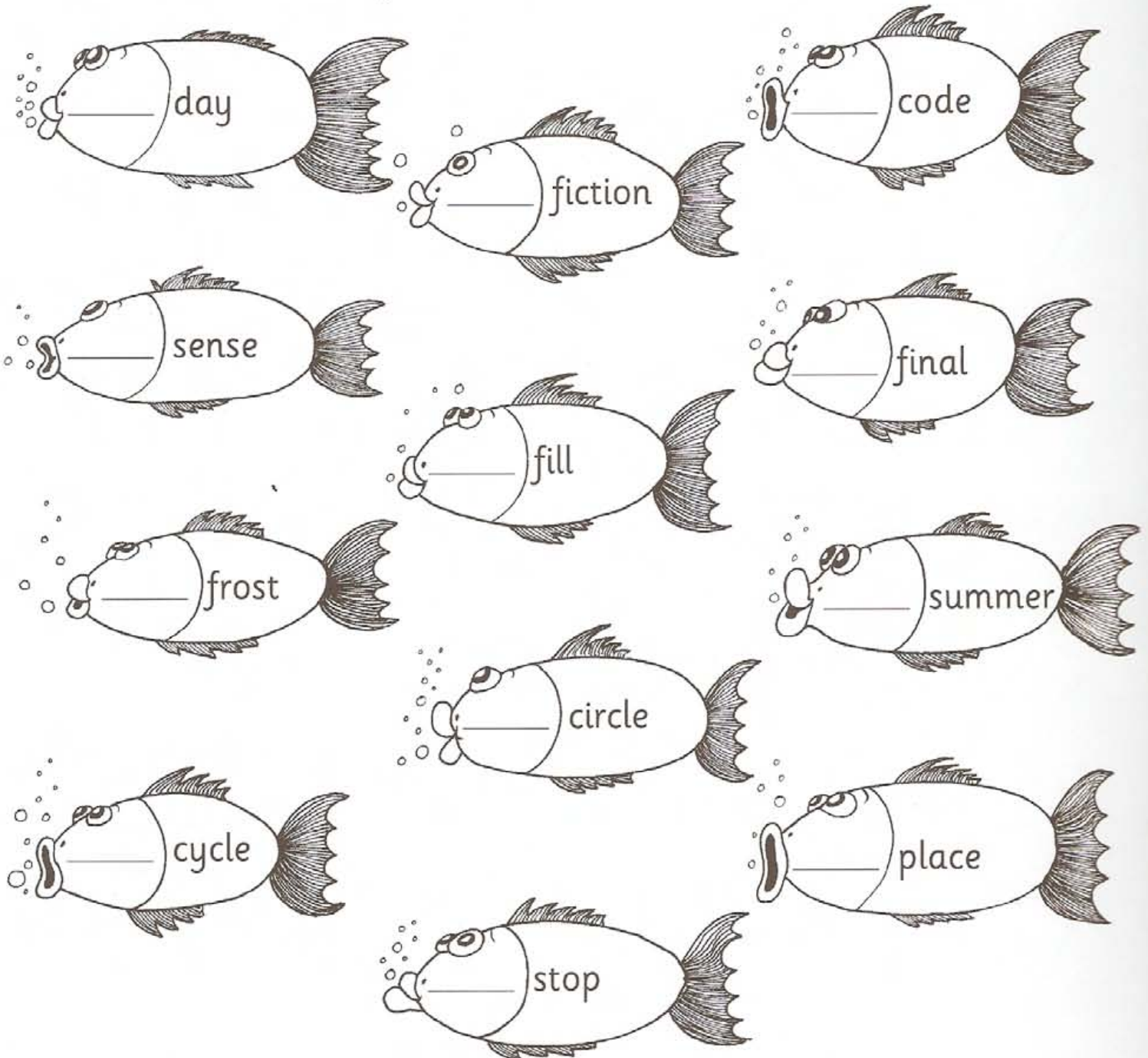


Prefixes

There are many prefixes. These are five useful ones.



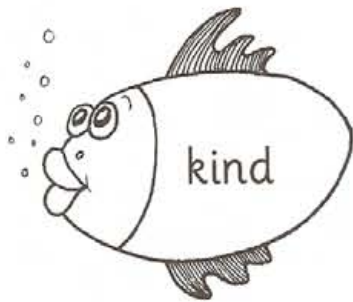
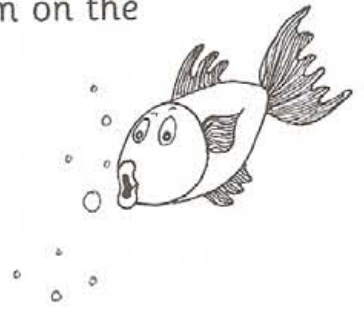
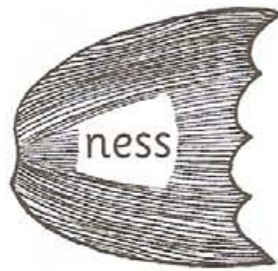
Choose a prefix to go in front of each of the base words in the fish bodies, and write it on the line in the fish's head.



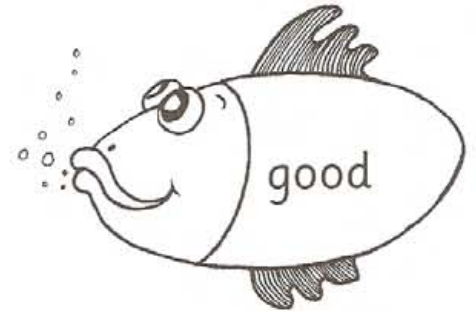
You can use a dictionary to check whether you have chosen the right prefixes.

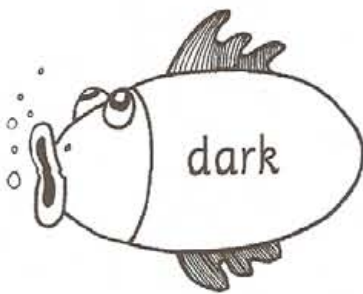
Suffix – <-ness>

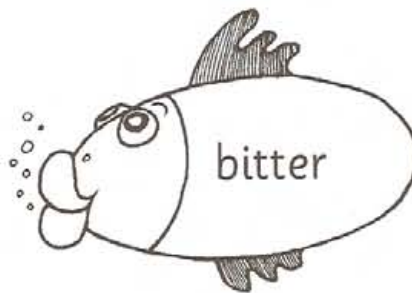
Make nouns by adding <-ness> to the adjectives, and write them on the lines below.

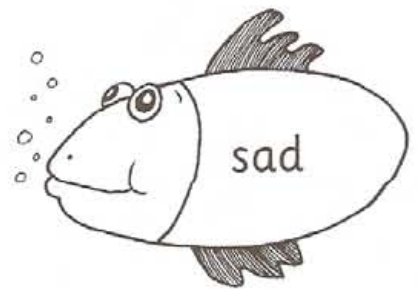


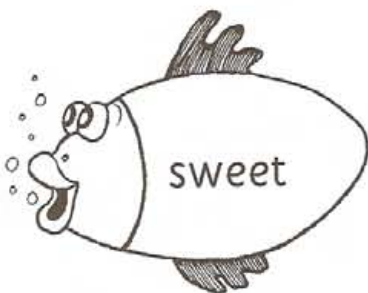


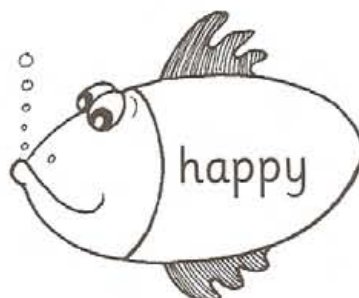


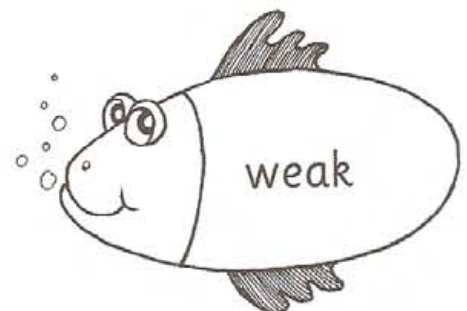








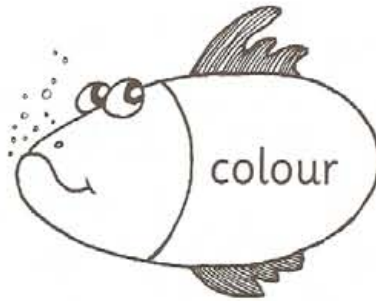


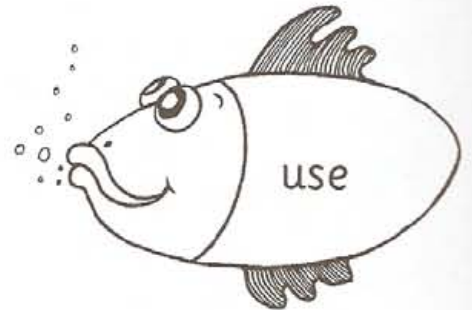


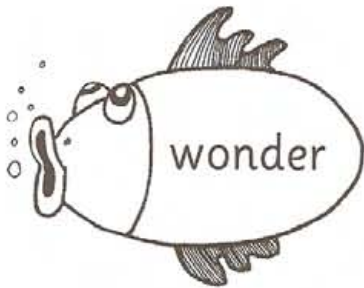
Suffix – <-ful>

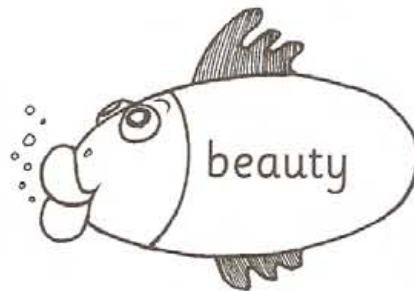
Make adjectives by adding <-ful> to the nouns, and write them on the lines below.

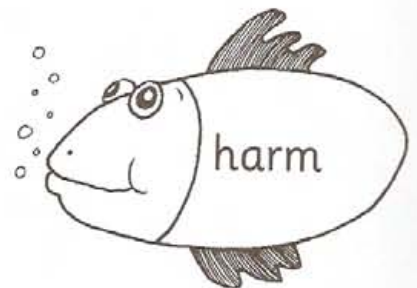


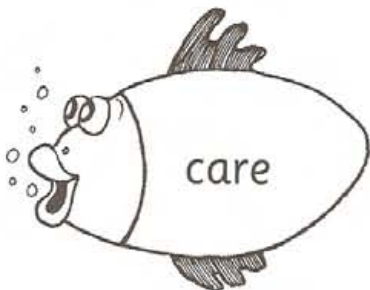


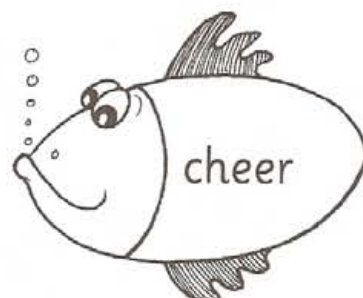


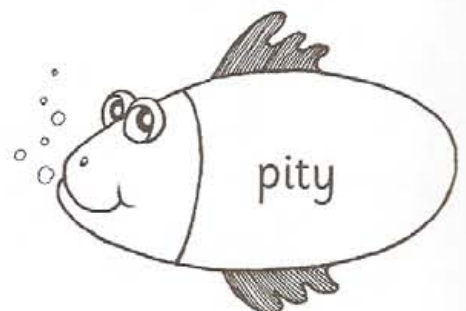






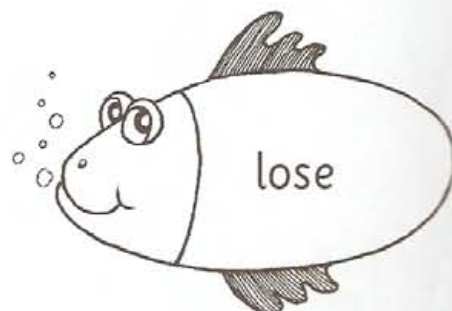
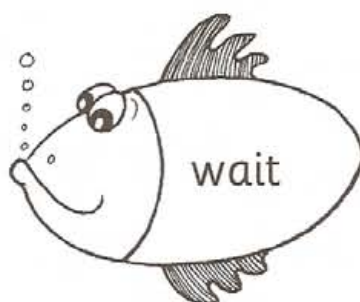
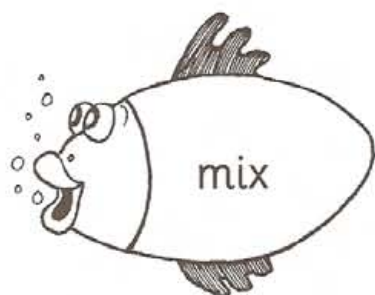
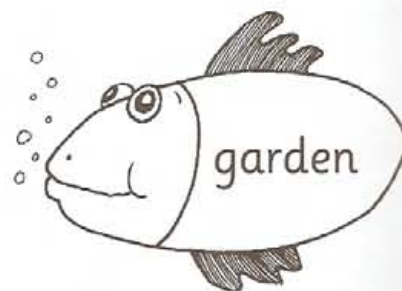
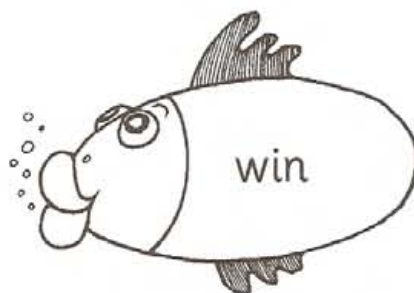
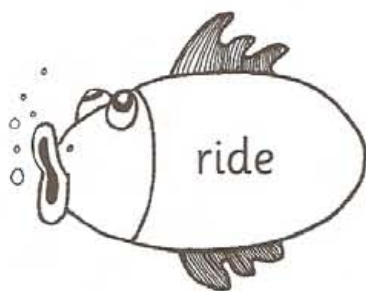
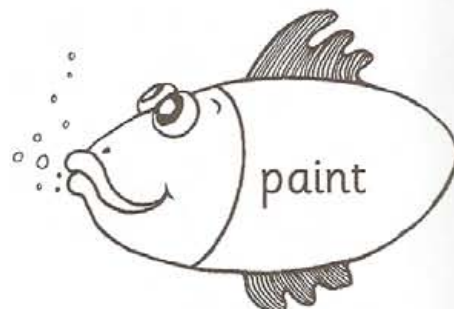
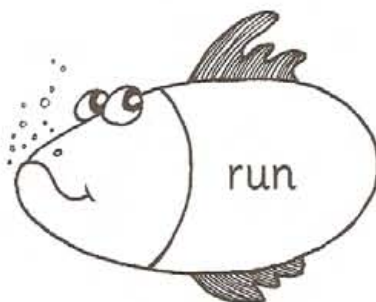
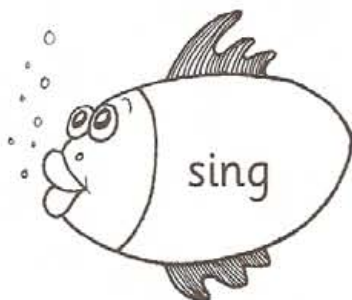
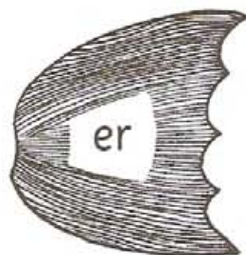






Suffix – <-er>

Make nouns by adding <-er> to the verbs, and write them on the lines below.



Suffixes – <-er> and <-est>

Comparative and Superlative Adjectives Blue

Two of the most useful suffixes are <-er> and <-est>.

Make comparatives and superlatives by adding <-er> and <-est> to the adjectives in Est-er Elephant and her friends.

+er

+est

thin

lovely

brave

tidy

new

Suffixes – <-er> and <-est>

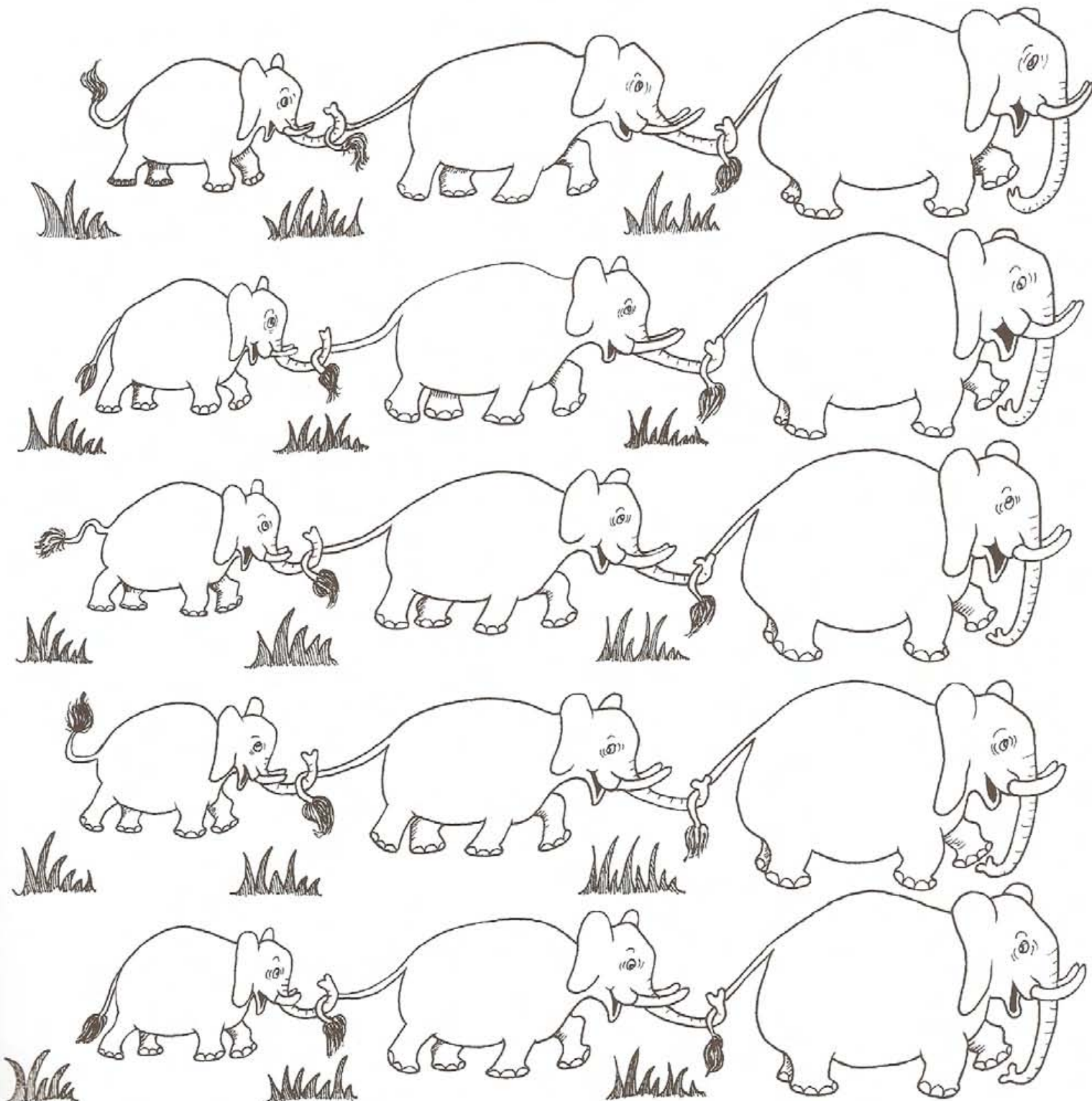
Comparative and Superlative Adjectives Blue

Two of the most useful suffixes are <-er> and <-est>.

Make comparatives and superlatives by adding <-er> and <-est> to the adjectives in Est-er Elephant and her friends.

+er

+est



Draw a ring around the word that would come first in the dictionary.

magical

mystery

grateful

glad

horse

hair

friend

follower

wild

west

name

number

javelin

joust

starlight

sunlight

ostrich

otter

trumpet

tuba

koala

kangaroo

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crayon

duck

drake

electric

explode

riding

rodeo

bread

butter

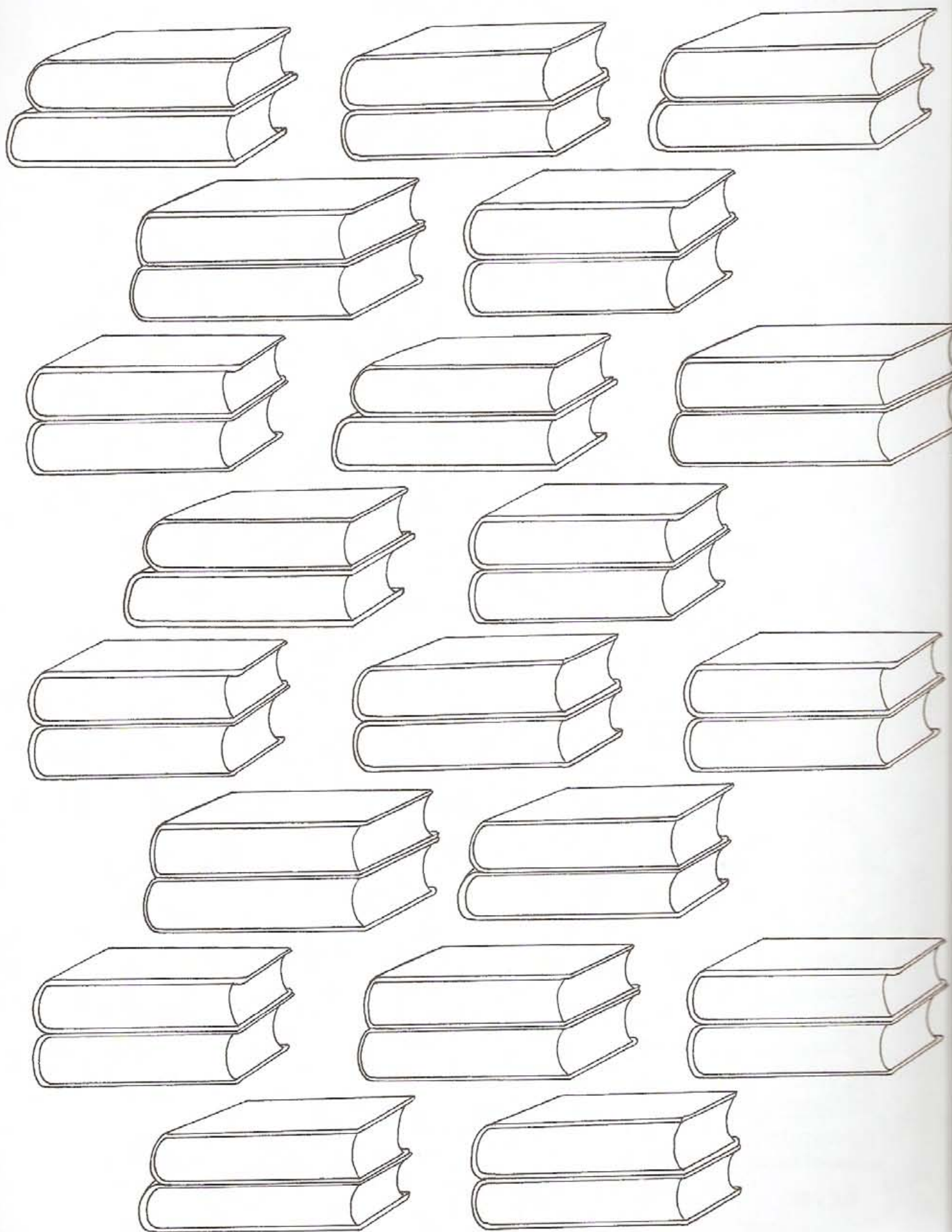
artist

author

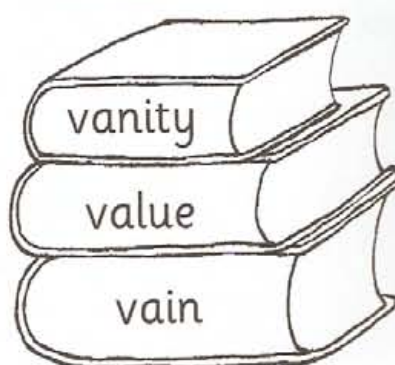
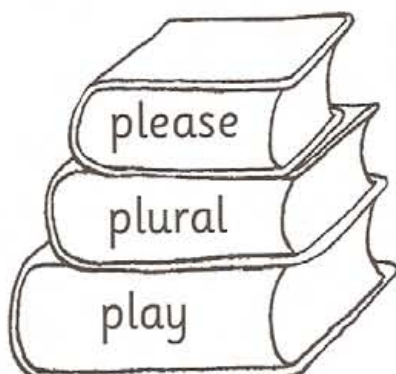
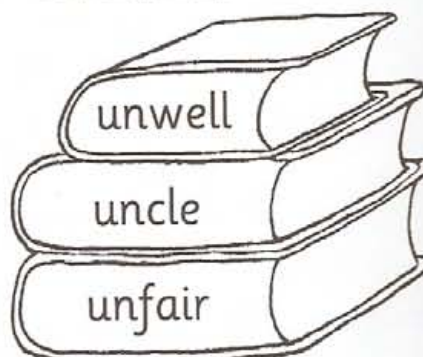
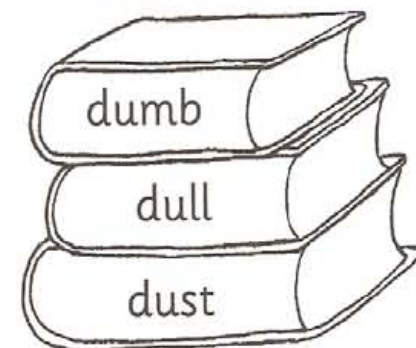
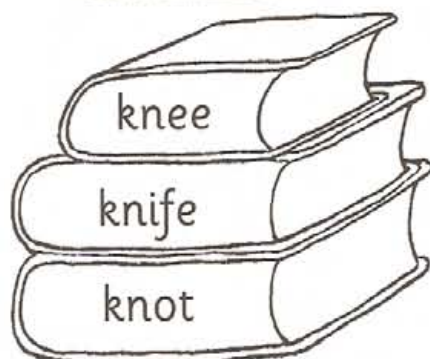
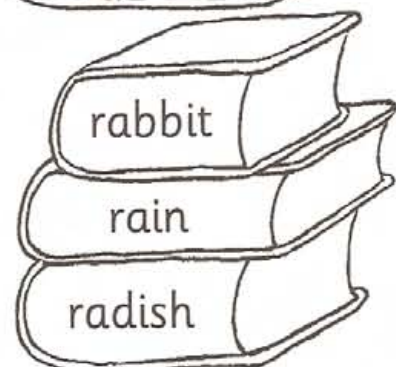
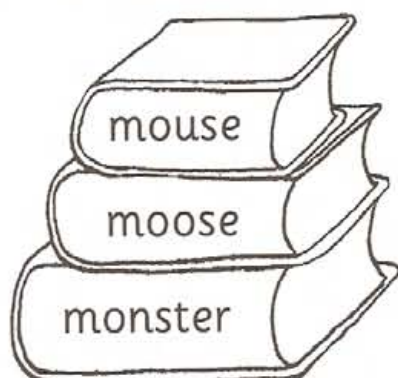
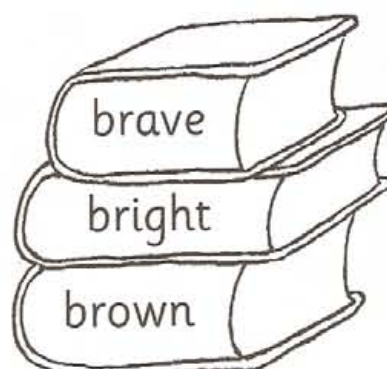
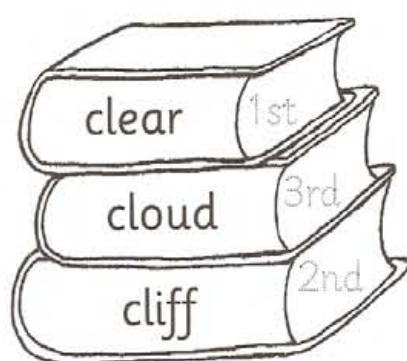
item

index

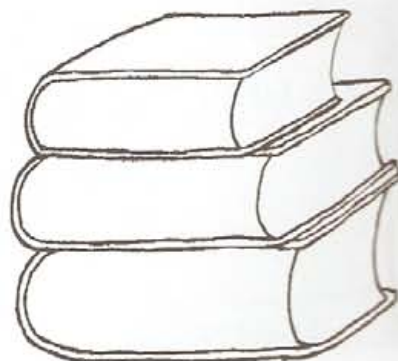
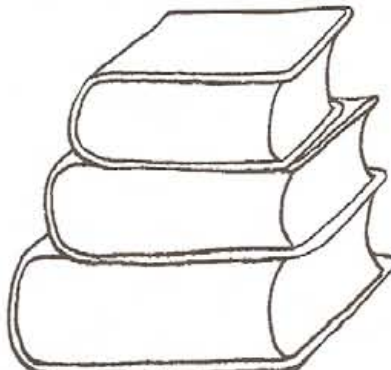
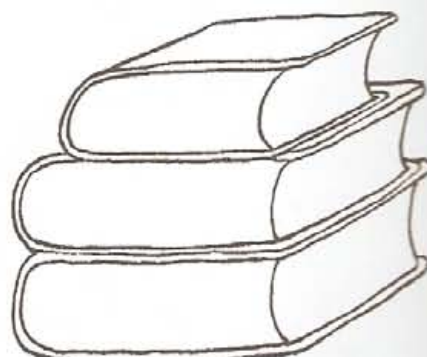
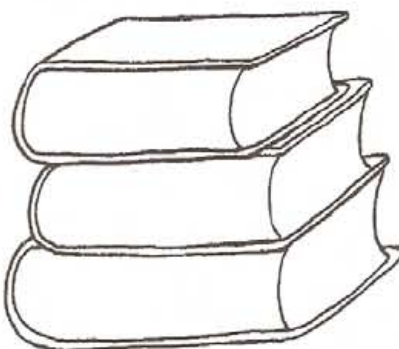
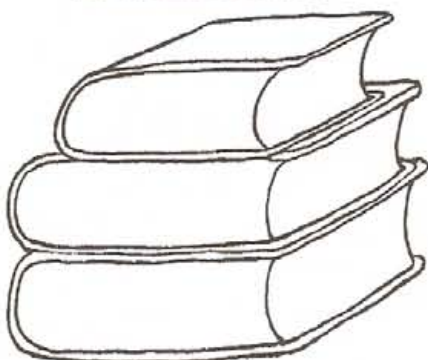
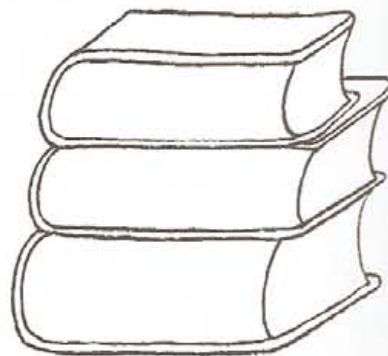
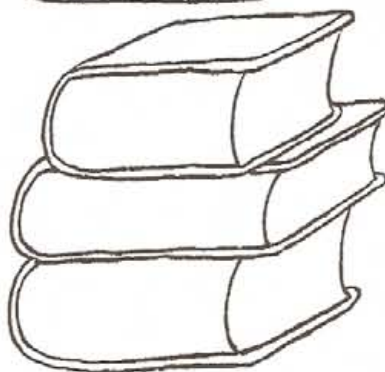
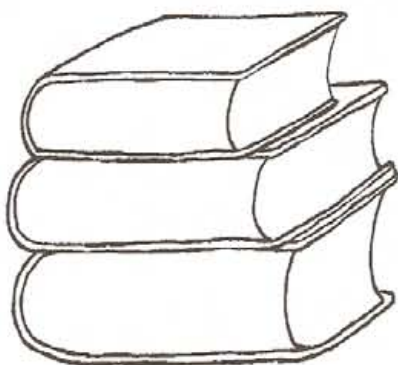
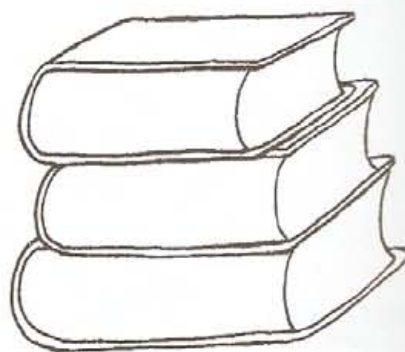
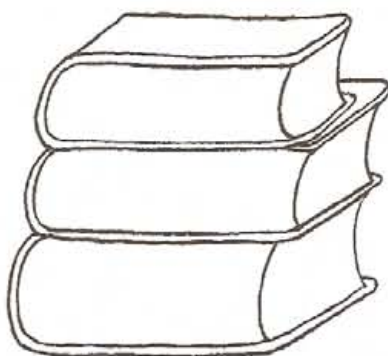
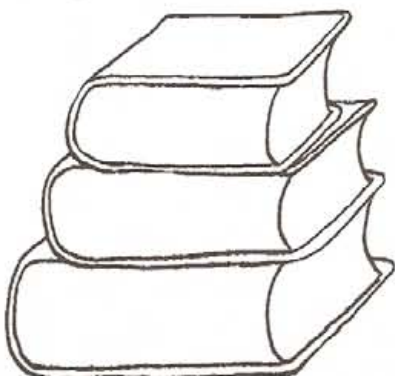
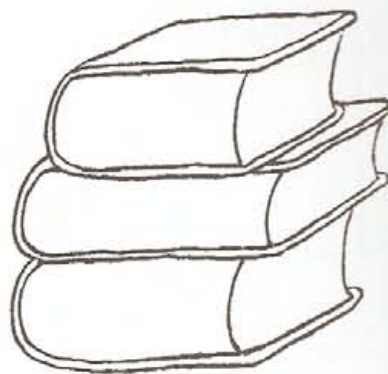
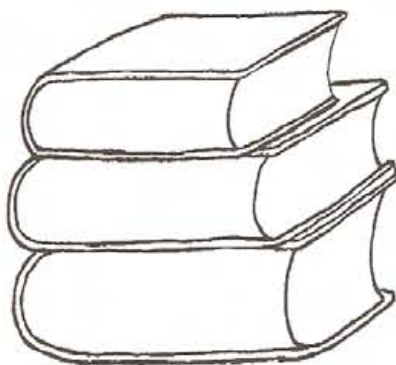
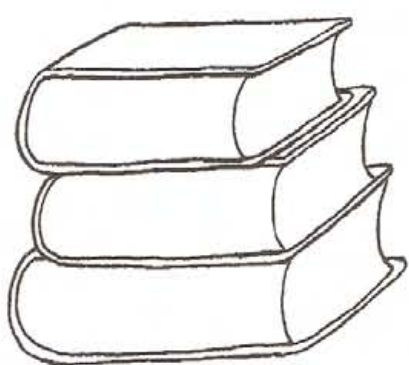
Draw a ring around the word that would come first in the dictionary.



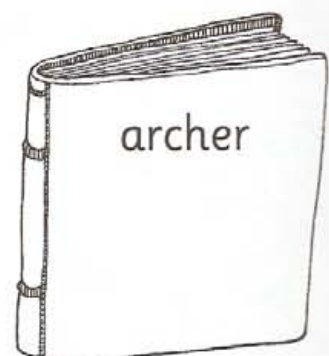
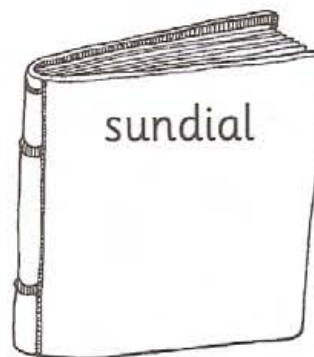
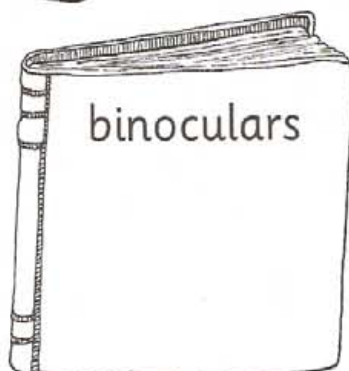
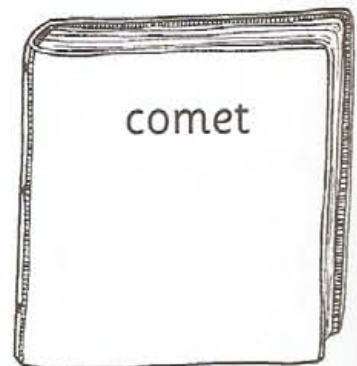
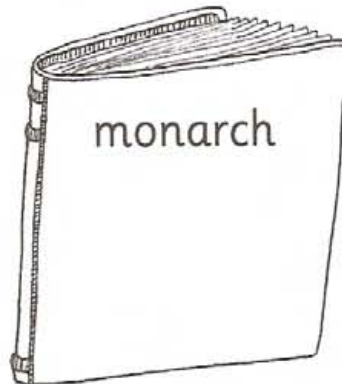
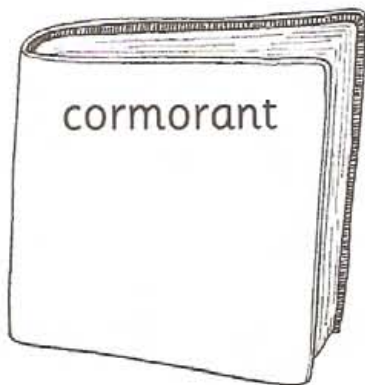
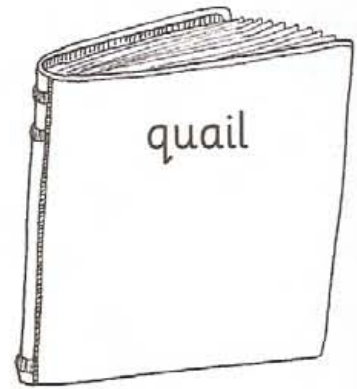
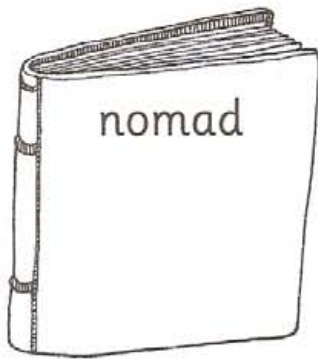
In each group of three, decide which word comes first (1st), which word comes second (2nd) and which word comes third (3rd). The words start with the same two letters, so remember to look at the third letter of each word.



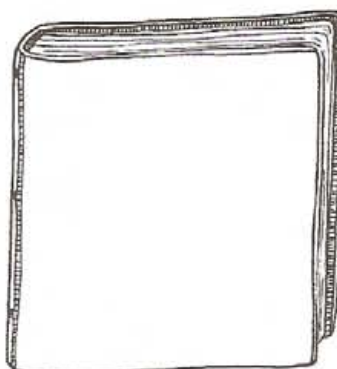
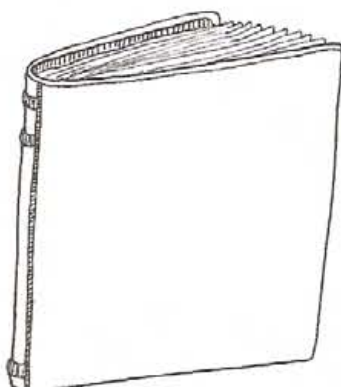
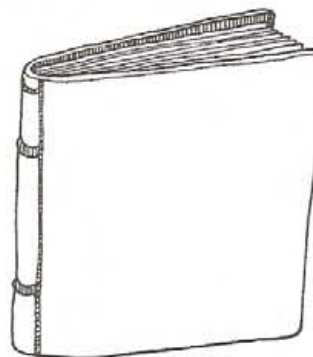
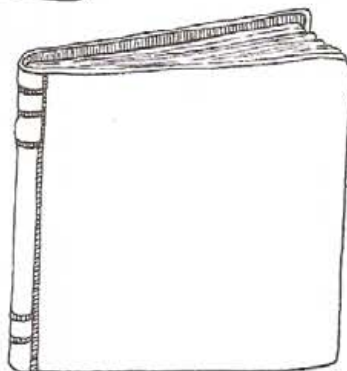
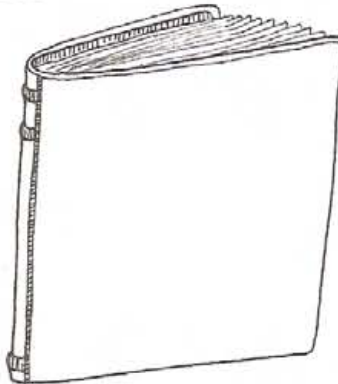
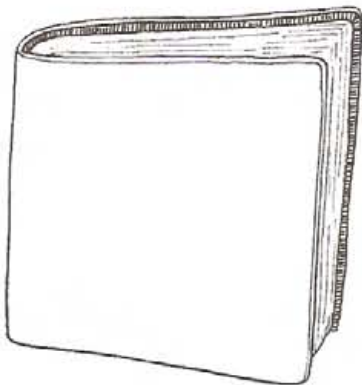
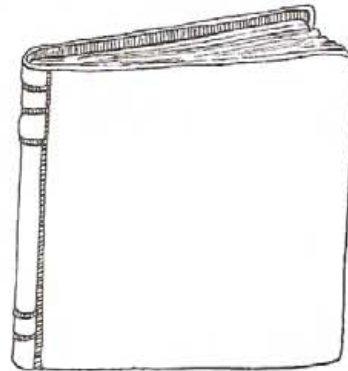
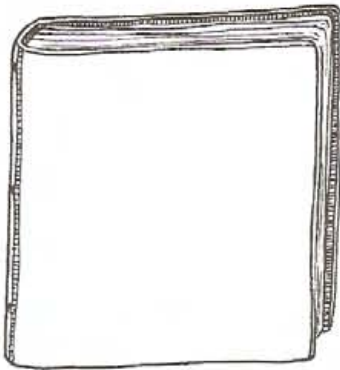
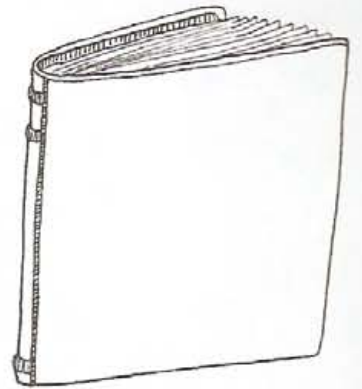
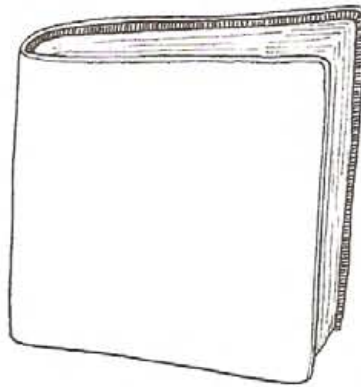
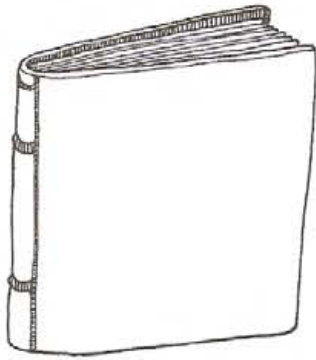
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Look up each word in the dictionary. Read the meaning and draw a picture for it.

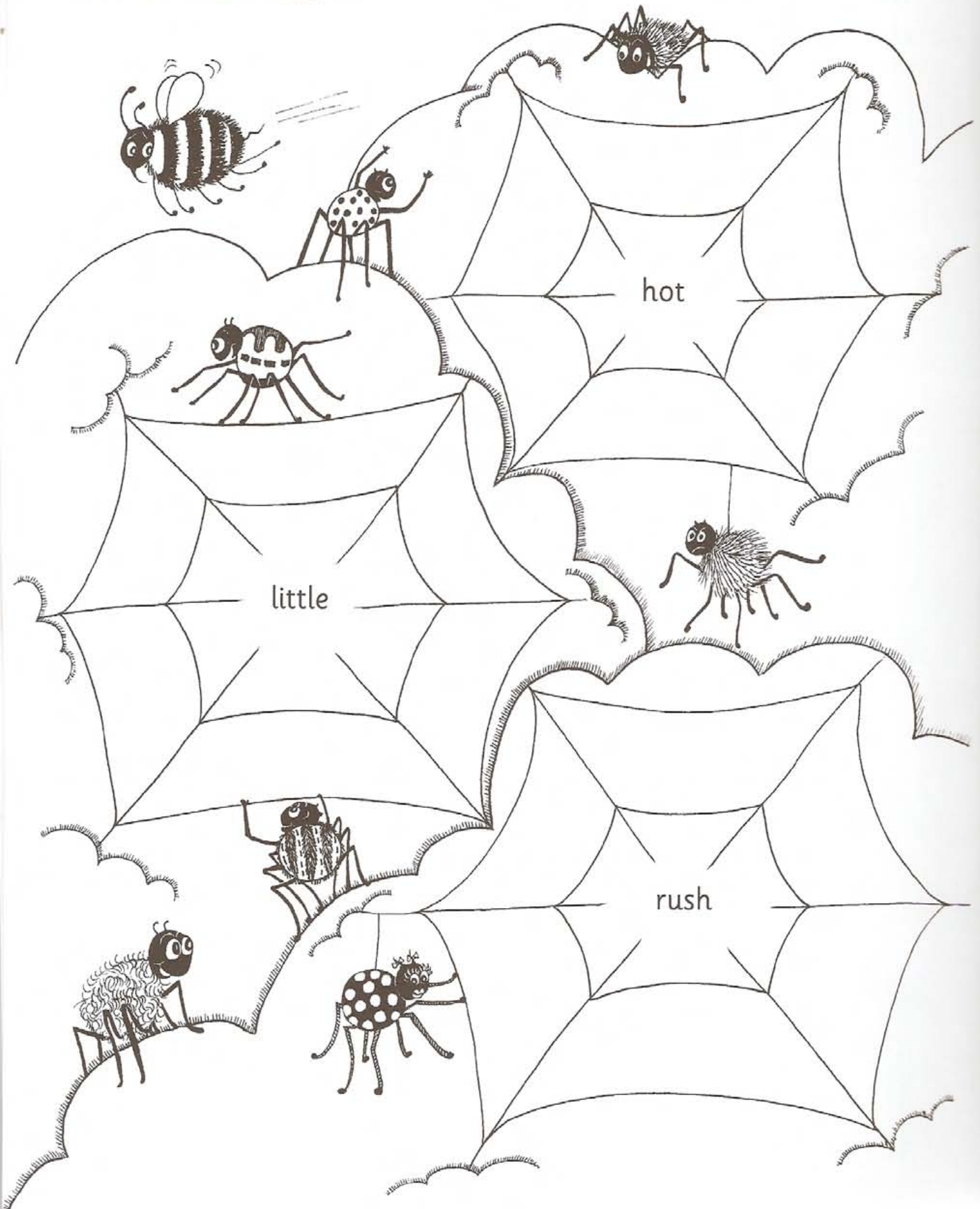


Look up each word in the dictionary. Read the meaning and draw a picture for it.



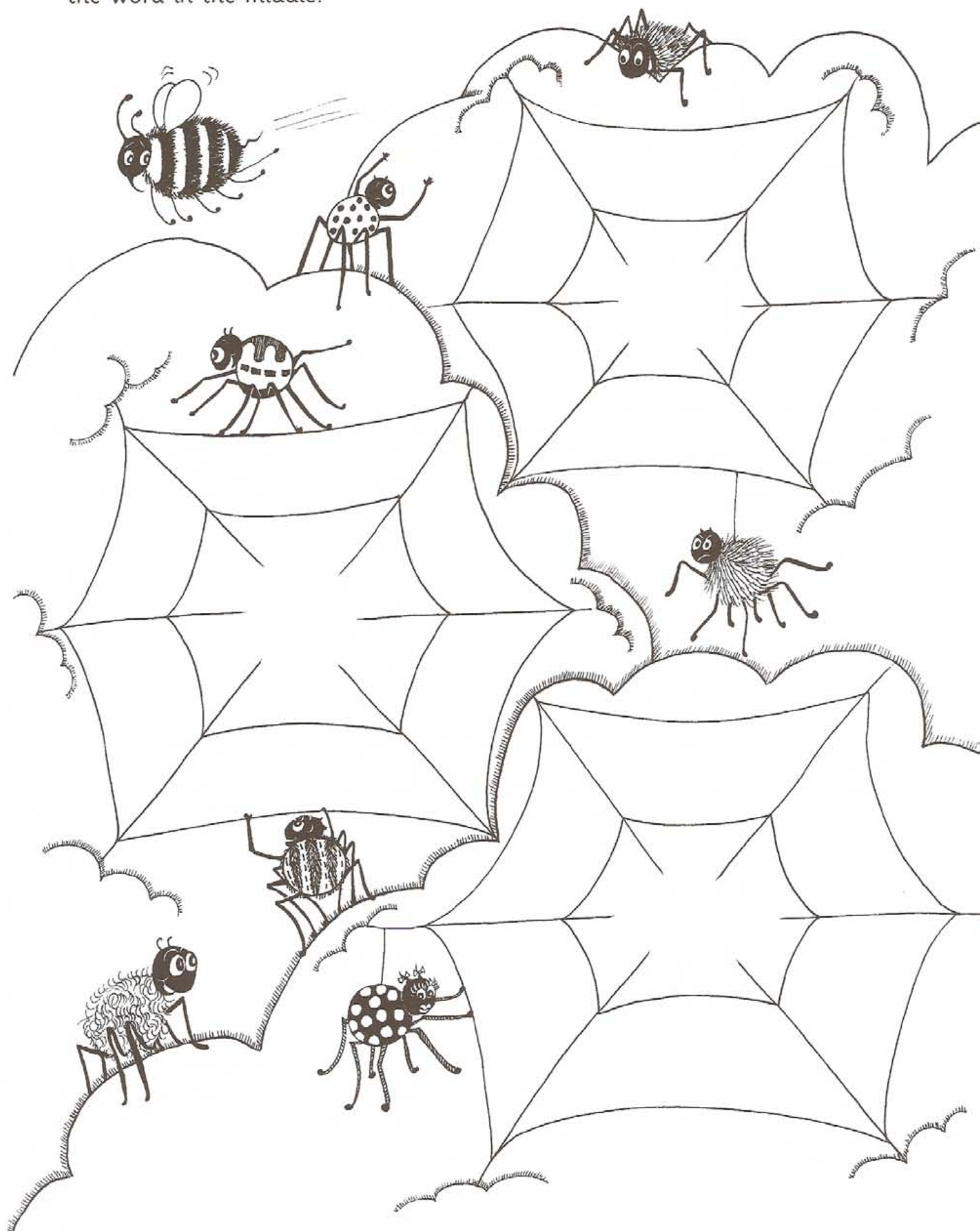
Word Webs

In the spaces of each word web, write words which could be used instead of the word in the middle.



Word Webs

In the spaces of each word web, write words which could be used instead of the word in the middle.



Choose the right word to complete each sentence.

pair or **pear** ?

1. I have a new _____ of shoes.



2. Dylan has a _____ in his lunch box.



wear or **where** ?

1. "_____ are we going?" asked Kelly.

2. I want to _____ my favourite sweater.



witch or **which** ?

1. "_____ of these is your bike?" asked Josh.

2. The _____ has a broomstick and a black cat.



right or **write** ?

1. We must _____ a thank-you letter to Grandma.

2. Tick the answer if you got it _____.

for or **four** ?

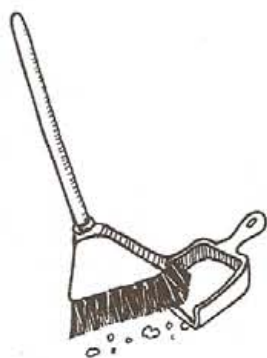
1. I painted this picture _____ you.

2. Two plus two equals _____.



Possessive Adjectives

– a rhyming poem



My broom,
Your room,
His flag,
Her bag,
Its bone,
Our phone,
Your mothers and
Their brothers.



Adverbs – My Day

I wake suddenly,
I get out of bed reluctantly,
I eat my breakfast messily,
I go to school happily,
I work neatly,
I listen attentively,
I play noisily,
I speak clearly,
I go home quickly,
I watch television quietly,
I wash carefully,
I go to bed slowly,
I sleep soundly and
I dream sweetly.



Apostrophe 's – an alliterative poem



Anna's apple,
Ben's book,
Claire's cat,
Debbie's dress,
Ethan's elephant,
Fred's fish,
Graham's goat,
Hannah's hat,
Iman's iguana,
Joanne's jeans,
Kim's kite,
Liam's letter,
Molly's mouse,
Natasha's notebook,
Oscar's octopus,
Paul's picture,
Quentin's quilt,
Rashid's rabbit,
Sita's sari,
Tom's tortoise,
Una's umbrella,
Vera's violin,
Wong's watch,
Xander's xylophone,
Yolanda's yogurt and
Zoe's zither.





Prepositions – Inky's Journey

Inky left her mouse-hole and went...

along the path,
among the flowers,
past the fence,
down the garden,
across the field,
through the forest,
between the trees,
under the bridge and
towards the farm.



The Grammar Handbook 2 is a comprehensive resource for teaching grammar and spelling

The Grammar Handbook 2 is designed to follow *The Phonics Handbook* and *The Grammar Handbook 1*. It provides extensive photocopiable material and a wealth of practical advice for teaching children in their third school year.

The Grammar Handbook 2 is intended to:

- introduce new elements of grammar,
- teach new spelling patterns systematically,
- develop dictionary and thesaurus skills,
- improve vocabulary and comprehension, and
- reinforce the teaching in *The Grammar Handbook 1*.

The teaching is multisensory and active. It places emphasis on consolidating the children's learning and helping them to apply their skills. Each part of speech is taught with its own action and colour. The actions enliven the teaching, and make the learning easier. The colours, which are useful for identifying parts of speech in sentences, match those used by Montessori Schools. Like *The Phonics Handbook*, *The Grammar Handbooks 1* and *2* provide all the essential teaching ideas. They can either be used alone, or with the valuable support of the *Jolly Grammar Big Books 1* and *2*.

The pages in this book have been made slightly wider than A4, so that copies can be made without showing the binding.



Outstanding results are achieved with *Jolly Phonics* around the world. Now *Jolly Grammar* makes it possible to build on this good foundation.



Jolly Learning Ltd

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